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# BULLETIN OF DUKE UNIVERSITY

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Vol. 2

JANUARY, 1930

No. 1

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SCHOOL OF MEDICINE



1930-1931

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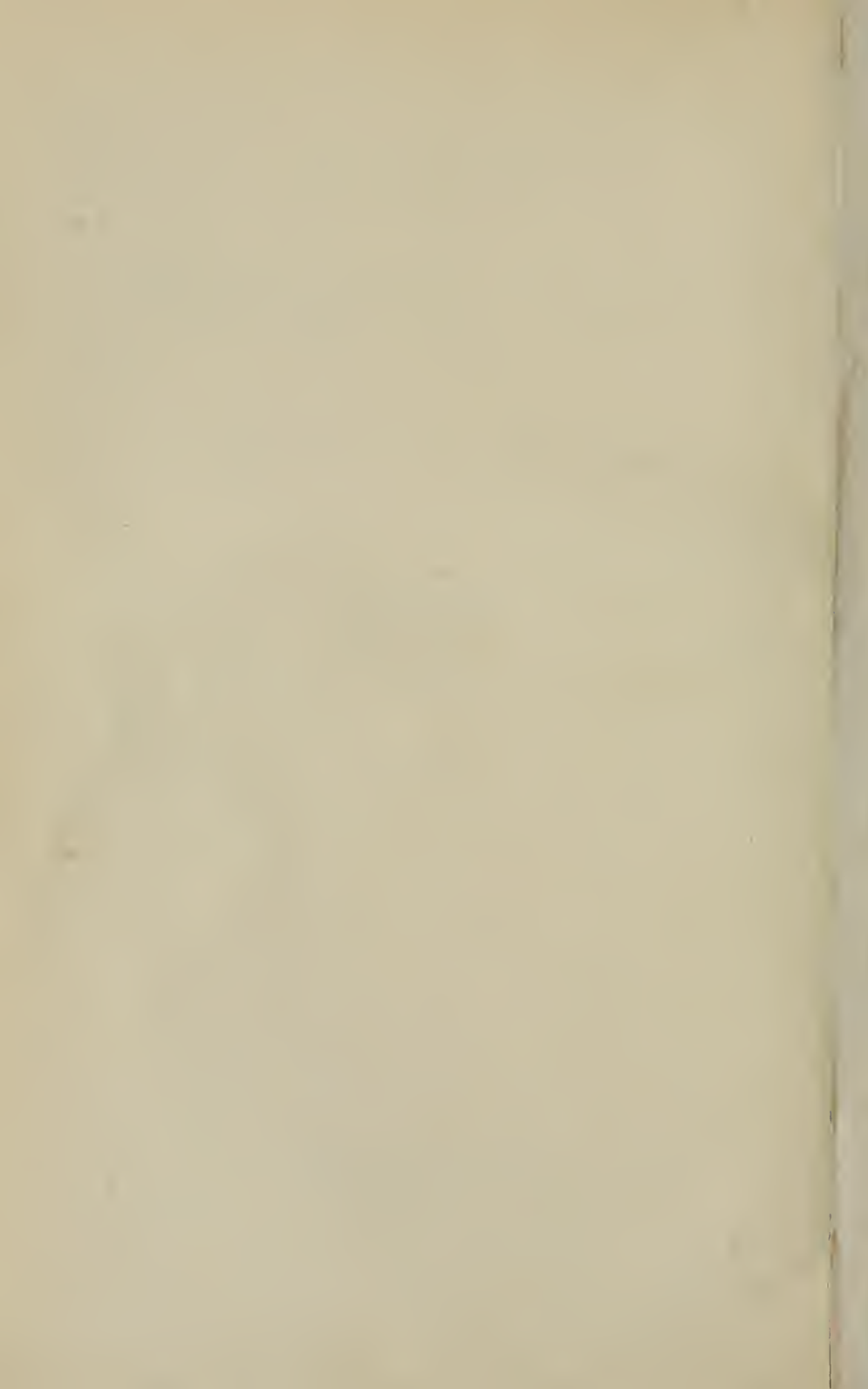
BULLETIN  
OF  
DUKE UNIVERSITY

SCHOOL OF MEDICINE



1930-1931

DURHAM, NORTH CAROLINA  
1930



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## SCHOOL OF MEDICINE CALENDAR, 1930-1931

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### 1930

- July 1 (Tuesday), Duke Hospital and Out-Patient Clinic open.
- October 1 (Wednesday), Final registration for autumn quarter.
- October 2 (Thursday), Autumn quarter begins.
- November 26 (Wednesday), Thanksgiving vacation begins.
- December 1 (Monday), Instruction is resumed.
- December 20 (Saturday), Autumn quarter ends and Christmas vacation begins.

### 1931

- January 2 (Friday), Winter quarter begins.
- March 21 (Saturday), Winter quarter ends and spring vacation begins.
- March 30 (Monday), Spring quarter begins.
- June 13 (Saturday), Spring quarter ends and June vacation begins.
- June 22 (Monday), Summer quarter begins.
- September 5 (Saturday), Summer quarter ends and September vacation begins.
- October 1 (Thursday), Autumn quarter begins.
- November 25 (Wednesday), Thanksgiving vacation begins.
- November 30 (Monday), Instruction is resumed.
- December 19 (Saturday), Autumn quarter ends and Christmas vacation begins.

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(Additional appointments will be made later)

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## GENERAL STATEMENT

The Duke University School of Medicine and the Duke Hospital were established in 1925 through the munificent gift of the late James B. Duke. The hospital and out-patient clinic will be open for patients on July 1, 1930, and carefully selected first and third year students will be admitted to the School of Medicine on October 1, 1930. Women will be received on the same terms as men.

In establishing the sixth medical school in North Carolina, Duke University has an unparalleled opportunity to aid in the solution of five of the greatest present medical problems, namely, (1) the inability of most medical students to obtain adequate interne hospital training because of the average age of twenty-six years at which they are graduated from medical school; (2) the lack of provision for intensive and extensive postgraduate education for physicians who have been in practice for several years; (3) the disproportion in the distribution of doctors in the cities and rural areas; (4) the dearth of university training for nurses and (5) the need of people of moderate means for diagnostic facilities and hospital treatment within their ability to pay.

The *School of Medicine* with laboratories and class rooms for three hundred students has been planned to insure the greatest correlation between the various departments.

The *Hospital* with its four hundred beds will have every modern convenience for the diagnosis, proper care, welfare and comfort of the patients, both private and charity, white and colored, whether they come from Durham or from a distance. The primary function of the hospital will be to provide the best of medical and nursing care. The arrangement and equipment of the out-patient clinic will furnish complete diagnostic facilities. In order to coöperate with the medical profession and to insure the best interests of the patients, it is highly desirable for those who contemplate coming to the hospital or out-patient clinic to consult and bring a letter from their own physicians. After discharge from the hospital, patients will be asked to return to their own physicians. In addition to the clinical facilities of the Duke Hospital and Out-Patient Clinic, the Trus-

tees of the Watts Hospital (220 beds) and of the Lincoln Hospital (108 beds) have very kindly granted teaching privileges to the Duke University School of Medicine.

### HOSPITAL

If a patient is recommended for admission to the hospital by his own physician and the admitting office, he may have a ward bed at \$3.00 per day (see last paragraph under Out-Patient Clinic), or he may have a semi-private room at \$4.00 per day or a private room at \$5.00 to \$9.00 per day. No extra charge is made for the usual treatments, drugs and routine laboratory examinations but there is a charge for X-rays, operating room and special examinations and treatments. A deposit must be made in advance to cover the estimated hospital charges. Patients in semi-private and private rooms pay their own physician or surgeon for professional services. Those who are certified by their county welfare officers as unable to pay the ward rate of \$3.00 per day will be charged a reduced rate or will be treated free if hospital care is judged to be necessary by the hospital admitting office.

### OUT-PATIENT CLINIC

Daily, except Sundays and holidays, from 1:30 to 3:00 p. m., white patients will be admitted to the out-patient clinic (see last paragraph) for diagnosis and treatment in: General medicine, dermatology, roentgenology, physiotherapy, neurology, psychiatry, general surgery, urology, oto-laryngology, ophthalmology, orthopedics, dentistry, obstetrics, gynecology and pediatrics. A charge of \$2.00 toward the cost of service will be made for each visit, if the patient is able to pay; however, those accompanied by their own physicians will be admitted free. An extra charge will be made for the cost of X-rays, and special diagnostic procedures and treatments. Those who are certified by their county welfare officers as unable to pay the regular fees will be charged a reduced rate or will be treated free.

Daily, except Sundays and holidays, from 3:30 to 5:00 p. m., the out-patient clinic will provide a similar service for colored patients.

All patients in the out-patient clinic will be seen by appointment except in case of emergency. Emergency patients will be seen at any time. In order to cooperate with the medical profession, anyone who wishes to attend the clinic should consult his own physician and if the latter recommends an appointment at the clinic, it should be arranged by telephoning the clinic office (F-133), or by writing to the Admitting Office, Duke Hospital, Durham, N. C. If no advance appointment is made by telephone or by letter, a wait at the clinic office may be unavoidable. A cordial invitation is extended to physicians to accompany their patients.

The general policy of admitting patients to the wards and out-patient clinic will be to consider their financial and social status carefully; income and size of family, special responsibilities and the probable cost of treatment all being weighed in determining admission. A married patient, for instance, with an income of less than \$25 per week will be considered admissible to the wards or out-patient clinic for ordinary conditions; the income limit, of course, varying according to the other factors which affect the patient's ability to pay. Those who are able to pay the ordinary fees of consultants and specialists will not be admitted to the out-patient clinic but may make arrangements through their own physicians for private appointments.

### PATIENTS

"Where will the patients for the Duke Hospital and School of Medicine come from?" is a frequent question. Many believe that a teaching hospital must be situated in a huge metropolis. However, in 1913, Osler pointed out that a large population was not essential for a medical school and that Marburg, in Germany, with twenty-three thousand people—half the size of Durham—maintained a medical school of the first rank. The populations of Jena and Heidelberg are very similar to that of Durham and they certainly have no dearth of patients. This statement of Osler's is even more true today because of the tremendous increase in the number of automobiles. For medical schools in large cities, automobiles, by increasing the traffic congestion, actually have reduced the amount of territory from



which patients may attend clinics. For instance, in New York and Chicago nearly an hour is required to go from the center of the city to the medical schools. On the other hand, with the splendid roads in North Carolina, patients can be brought long distances by automobiles in the same time and with more comfort and safety than is possible in traversing a large city. In addition to serving the 47,000 people of Durham, the staff, buildings and equipment should attract a number of patients from among the half million people who live within a fifty mile radius of Durham, as well as from more distant areas.

### SCHOOL OF NURSING

The establishment of a University School of Nursing through the coöperation of the University, School of Medicine and Hospital will meet a great need ; it will raise the standard of nursing by the selection of pupil nurses upon the same basis as that of the women students of Duke University, by the provision for them of the same housing, recreational and educational advantages upon the campus of the Co-ordinate College for Women, by the use of ward maids to reduce the laborious part of nursing training so that the professional care of patients can be increased during the three years of the basic nursing curriculum which leads to the Diploma of Graduate Nurse, and by the giving of postgraduate instruction to nurses who have been trained elsewhere.

The first class of the Duke University School of Nursing will be admitted on January 2, 1931. The entrance requirements will be intelligence, character and graduation from an acceptable high school. The course leading to the Diploma of Graduate Nurse will consist of three years of eleven months each. The tuition will be \$100 per year. Application forms may be obtained by writing to the Dean, Duke University School of Nursing, Durham, N. C.

Duke University will grant the degree of Bachelor of Science to women who have completed successfully two years of college work (60 semester hours) in Duke University or an acceptable college or university in addition to the three year course leading to the Diploma of Graduate Nurse in the Duke University School of Nursing. The sixty semester hours of college work

can be completed either before or after the three year course in the School of Nursing, but not during it.

### SCHOOL OF DIETETICS

In addition to the training of medical students and nurses in dietetics, women whose previous training is acceptable will be admitted to the School of Dietetics and will be given a Certificate of Graduate Dietitian after the successful completion of the course of one year. Applications should be sent to the Professor of Dietetics, Duke University School of Dietetics, Durham, N. C.

### POSTGRADUATE STUDY

The need for more provision for *postgraduate* study is very acute not only in this country but abroad. There are very few clinics to which a physician can go, after he has been in practice several years, to obtain the additional training which he has found he requires. It is the plan of the School of Medicine to attempt to fill this need. If any doctor wishes to spend a few days, weeks or months reviewing his knowledge of medicine, surgery, obstetrics, pediatrics or other branches, or if he has to do an unusual operation and wishes to refresh his memory of the anatomy involved, the facilities and equipment will be at his disposal. The service of the School of Medicine will not be limited to the training of its own students and staff but will extend to giving the members of the medical profession the benefit of everything it has. Graduates in medicine will be especially welcomed at the varied clinics and demonstrations in medicine, surgery, obstetrics, pediatrics and other specialties which will be held from 9 a. m. to 1 p. m. each Saturday. Training in preventive medicine and public health, not only for the students in the School of Medicine, but also special work for those who wish to enter upon careers as health officers will be provided. Further information may be obtained by writing to the head of the department concerned or to the Dean, Duke University School of Medicine, Durham, N. C.



## INTERNESHIPS AND RESIDENCIES

Interneships of one year's duration with room, board, laundry and uniforms furnished, but without salary, are available in *medicine* (including dermatology, roentgenology, neurology, psychiatry, obstetrics, gynecology, and pediatrics), in *surgery* (including urology, oto-laryngology, ophthalmology, orthopedics, obstetrics and gynecology), or in *pathology*, commencing each January, April, July and October. Medical and surgical internes may elect any of the branches of medicine *or* surgery which they prefer as a major and six months of the total may be spent in that field; the remaining time will be divided among the other medical *or* surgical divisions. Internes in pathology will spend the full twelve months in that department. Application blanks, which must be returned at least three months before the appointment is desired, may be obtained by writing to the head of the department in which an internship is wanted, Duke University School of Medicine, Durham, N. C. Graduates of any class A medical school are eligible for interneships.

After the completion of an internship in the Duke Hospital or in an acceptable hospital, a certain number may be appointed as assistant residents in medicine, surgery, obstetrics, gynecology, pediatrics, pathology, biochemistry, or in any one of the medical or surgical specialties, at a salary of \$250 to \$500 per year, with maintenance, and eventually may be promoted to the residency in the various departments or sub-departments of the hospital at an annual salary of \$500 to \$1,000, with maintenance. Applications should be made to the head of the department concerned.

## LIBRARY

*"To study the phenomena of disease without books is to sail an uncharted sea, while to study books without patients is not to go to sea at all.—SIR WILLIAM OSLER*

In addition to the general library of Duke University, which has 200,000 volumes, the Duke Hospital Library contains 20,000 volumes of American and foreign medical literature. The hospital library subscribes to 300 current American and foreign medical and other scientific journals. These books and journals are available daily from 9:00 a. m. to 9:00 p. m. for the students, nurses, staff and medical profession.

## APPLICATION FOR ADMISSION

Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C. They must be filled in with typewriting, a 2 in. x 2½ in. recent photograph attached and the application returned to the dean as soon as possible. Applications will be evaluated in the order received. If the information obtained is satisfactory, a personal interview with the dean or regional representative of the committee on admission will be arranged for the applicant. The applicant will then be notified as soon as possible whether he has been accepted or declined; if accepted, the student must send a deposit of \$50 within two weeks to insure his enrollment. This money will be applied toward the tuition. First year students will be admitted only in October at the beginning of the autumn quarter, but applications will be considered and a decision in regard to admission will be made at any time during the preceding year.

## REQUIREMENTS FOR ENTRANCE

*"I recommend that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life."*—JAMES B. DUKE.

*Intelligence and character, plus two years of college work (70 semester hours), including:*

*Biology:* At least one year of college work (8 semester hours, one half of which must be laboratory work).

*Chemistry:* At least two years of college work (10 semester hours of inorganic chemistry including short or preliminary courses in qualitative and quantitative analysis, and 6 semester hours of organic chemistry; one half of each course must be laboratory work). These represent the minimal requirements in chemistry. Additional courses in analytical and physical chemistry are desirable.

*Physics:* At least one year of college work (10 semester hours, one half of which must be laboratory work).

*English:* At least two years of college work (12 semester hours).

*Mathematics:* At least one year of college work (6 semester hours; a working knowledge of logarithms is essential and one of calculus desirable).

*Languages:* Two years of study of German and French in High School or in College are desirable but not a necessary requirement.

Selection will be based on the *quality* rather than the *quantity* of preparation.

### REASONS FOR ENTRANCE REQUIREMENTS

Students, who have been selected carefully on the basis of their intelligence and character, will be admitted to the School of Medicine after two years of college work for the following reasons:

(1) Two years of college work are sufficient for an adequate preparation in chemistry, biology, physics, English and mathematics; (2) two years of additional postgraduate interne training are more valuable than the junior and senior years in college; (3) experience has demonstrated that the majority of medical students who have had four years of college work and who are, therefore, 21 or 22 years of age, rarely spend more than one year in postgraduate interne training; (4) there is no relationship between the *quality* of the student's intelligence and the *quantity* of hours spent in college; (5) a complete college course is unnecessary today because many of the subjects formerly studied in college are now taught in high school; (6) a reading knowledge of German and French is not necessary today because of the prompt abstracting of foreign medical journals; (7) culture is acquired more often at home and from associations and environment early in life than in college; (8) two years of training in the basic sciences after graduation from medical school are more valuable than the junior and senior years in college for those who later are to do scientific investigative work in medicine; (9) the junior and senior years in a college in which the gifted student is not given special advantages frequently cause habits of academic indolence; (10) the present average age of entering practice will be maintained if the two years which are usually spent in the junior and senior classes in college are applied to additional postgraduate interne training; (11) medical students who are 19 years of age usually learn more rapidly than those 22 years of age; (12) in medical schools in which there are students with

two, three and four years of college work it is often difficult to distinguish those who have had the different lengths of preparation.

### REQUIREMENTS FOR ADMISSION TO ADVANCED STANDING

In addition to the requirements for entrance, an applicant for admission to the third year class must present evidence that he will complete successfully the first and second year curriculum in a class A medical school consisting of: Gross and microscopic anatomy, biochemistry, pharmacology, physiology, gross and microscopic pathology, bacteriology, clinical microscopy, normal and abnormal physical diagnosis. Students who transfer from other medical schools can be admitted into any quarter for which their previous training has fitted them (*see curriculum*). For example, a student who has completed successfully the first and second year curriculum at another medical school is eligible to enter the summer quarter in June and to be graduated in December of the following year, or he can enter the autumn quarter in October and receive the M.D. degree in March or June two years later, depending on whether he attends the intervening summer quarter. Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C.; they will be evaluated and a decision in regard to admission made as described for applications for admission.

### REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN THE SCHOOL OF MEDICINE

Duke University will grant the degree of Bachelor of Science to students who have completed satisfactorily 70 semester hours of college work in Duke University or an acceptable college or university, six quarters in the Duke University School of Medicine, creditable extra work in one or another department and have written a thesis. No credit will be given toward this degree for additional college work. Students who wish to become eligible for this degree should, as soon as possible after admission, arrange a program of extra work with the head of any department they desire.

### REQUIREMENTS FOR THE DEGREE OF DOCTOR OF MEDICINE

Comprehensive group examinations in the preclinical subjects will be given to the students after they have completed six quarters, and in the clinical subjects at the end of the twelfth quarter. These examinations will be held at least twice each year to accommodate students who qualify for them at different times. They will demand a more comprehensive knowledge of medicine than can be obtained from the required courses in the schedule, and it will be necessary for the student to demonstrate that he has utilized profitably his free time. No numerical grades will be given; only the terms "passed" and "failed" will be used. The degree of Doctor of Medicine will be conferred upon those who, after fulfilling all the requirements for entrance, have completed satisfactorily twelve quarters of the curriculum of the School of Medicine and have passed the preclinical and clinical group examinations. Students in any class are admitted on the understanding that only those will be advanced who, in the opinion of the committee on instruction, give promise of being a credit to themselves and the school. At the end of each quarter, the committee on instruction will review the records of all students and those whose progress has been unsatisfactory will be advised to repeat the work of that quarter or to leave the school. Students who have been admitted to advanced standing and those who have studied at other medical schools for part of their course must present evidence that they have completed successfully work comparable to that of the curriculum during the quarters in which they were away.

All students are urged to spend three years in hospital or laboratory work after graduation and they must give assurance satisfactory to the committee on instruction that they will spend at least two years.

### CURRICULUM OF THE SCHOOL OF MEDICINE

A year of a student's life can be saved so that it can be applied to postgraduate interne training by condensing the usual four medical school years of thirty-three weeks each into three years of forty-four weeks each. Four terms of eleven weeks will be given each year, commencing October first, with vaca-



tions of one week in December, March and June, and of one month in September, and the degree of M.D., will be granted after the satisfactory completion of twelve terms. These may be taken consecutively (graduation in three calendar years), or three terms may be taken each year (graduation in four calendar years). Such a curriculum will affect in no way the courses at any other medical school. If students who have received their first two years of training at other medical schools wish to spend their clinical years at the Duke University School of Medicine, they are eligible in June or October for the seventh term, which corresponds to the beginning of the usual third year class.

The advantages of this continuous curriculum to the medical student are obvious. He will be one year younger at graduation and will have an additional year for hospital or other training; he will be better prepared, for he will not have lost a fortnight or a month in October of each year getting back into the intellectual stride which had been his in the preceding June, and he will see the clinical material peculiar to the summer months.

The disadvantages to the medical student have been over-emphasized. For example, it is said that he needs four months of vacation. However, practically all medical students at the present time work during their summer holidays; fifty per cent study preclinical or clinical subjects in some place or other and if this time is spent under supervision at a medical school the character of the work will be improved and much valuable time saved. The fifty per cent who earn money during the summer vacations probably can earn more in the year which they will save under the four-quarter system than in the three periods of four months each. The Angier B. Duke Memorial and other loan funds, rather than scholarships, will do much to solve this phase of the problem. It has been said that a medical student cannot endure physically the work of forty-four weeks a year. If so, he probably should enter some less arduous occupation, for as a physician he undoubtedly will have to work as hard or harder for longer than forty-four weeks a year. The total of eight weeks of vacation, which every student will have under the four-quarter system should be sufficient for anyone. The argument that the summer climate of Durham or of any other city would be injurious to medical students is refuted readily by weather statistics, and also by the realization that the major

part of the population remains at work all summer and that practically all the physicians continue their practices. As a matter of fact, if any student prefers to study four calendar years of thirty-three weeks each he can do so under this flexible curriculum. A certain number of students, either through illness or through financial difficulties, probably will be absent one or more quarters, but under this curriculum they can take up their work at the beginning of the next quarter and not lose a whole year as is usually necessary. This irregularity is in itself an advantage, for it will reduce the usual rigid lock-step succession of studies.

Approximately one half of the time in this curriculum is free for elective work or anything else which the student wishes to do. In the first year the greatest amount of free time is concentrated in the latter part of the year in order to give the student a more varied curriculum early in his course and thus enable him to choose elective courses from a wider range of subjects. The summer quarters of the first and third years have been left entirely free in the hope that many of the students will migrate to other medical schools in this country or abroad for elective work, a practice which should be encouraged. The establishment of the four quarter system at Chicago, Northwestern, Tulane and other universities will aid greatly this exchange of students. For students who do not attend the summer quarters, the spring quarters of the second and fourth years are free for the same purpose. The students who do not transfer temporarily to other medical schools may utilize their free time in elective courses in preclinical and clinical departments, may pursue independent work in any subject or may do research work. The elective courses have been organized for small groups and will be repeated if necessary in one or more quarters.

#### Curriculum of Four Quarters of Eleven Weeks (429 Hours) Each

(The details of courses will be posted on the bulletin board)

*Hours*

*Autumn quarter (1st)*—Oct. 2-Dec. 20, 1930

Anatomy (including histology) ..... 429

Free time ..... 0

Total ..... 429



*Winter quarter (2d)—Jan. 2-Mar. 21, 1931*

Physiology .....	160	
Biochemistry .....	144	
Free time .....		125
Total .....		429

*Spring quarter (3d)—Mar. 30-June 13, 1931*

Pharmacology .....	56	
Bacteriology .....	88	
Psychobiology .....	16	
Free time .....		269
Total .....		429

*Summer quarter (4th)—June 22-Sept. 5, 1931*

Free time .....		429
Total .....		429

*Autumn quarter (5th)—Oct. 1-Dec. 19, 1931*

Pathology .....	288	
Free time .....		141
Total .....		429

*Winter quarter (6th)—Jan. 4-Mar. 22, 1932*

Clinical microscopy .....	96	
Medical psychology .....	16	
Physical diagnosis .....	160	
Preclinical examinations .....	39	
Free time .....		118
Total .....		429

*Autumn quarter (7th)—Oct. 2-Dec. 20, 1930\**

Medicine (junior) (including pediatrics and preventive medicine) .....	286	
Free time .....		143
Total .....		429

*Hours**Winter quarter (8th)—Jan. 2-Mar. 21, 1931\**

Surgery (junior) .....	154	
Obstetrics (including gynecology) .....	110	
Free time .....		165
Total .....		429

*Spring quarter (9th)*—Mar. 30-June 13, 1931\*

Specialties (junior) .....	198	
Free time .....		231
Total .....		429

*Summer quarter (10th)*—June 22-Sept. 5, 1931\*

Medicine (senior) (including pediatrics and preventive medicine) .....	286	
Free time .....		143
Total .....		429

*Autumn quarter (11th)*—Oct. 1-Dec. 19, 1931\*

Surgery (senior) .....	220	
Free time .....		209
Total .....		429

*Winter quarter (12th)*—Jan. 4-Mar. 22, 1932\*

Final clinical examinations .....	39	
Free time .....		390
Total .....		429

*Summary:*

Total number of hours of required instruction ..	2,785 (54%)	
Total number of hours of free time .....	2,363 (46%)	
Total number of hours in curriculum .....		5,148 (100%)

**Changes from the Four-Quarter Schedule Necessary for Students Who Do Not Attend the Summer Quarters; Third Year Students Admitted on October 1, 1930, Who Do Not Wish to Study During the Summer Quarter in 1931 Will Follow this Schedule Commencing with the Autumn Quarter (10th) of the Fourth Year**

**FIRST YEAR:**

- Autumn quarter (1st)—No change from schedule.
- Winter quarter (2d)—No change from schedule.
- Spring quarter (3d)—No change from schedule.

**SECOND YEAR:**

- Autumn quarter (4th)—Same as fifth quarter in schedule.

\* The clinical instruction will be repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth and ninth quarters; and also the order of the tenth, eleventh and twelfth quarters. The dates listed for the seventh to twelfth quarters are for the use of students admitted to the third year class on October 1, 1930. For other students, the seventh quarter usually will be in the spring, the eighth in the summer etc., although this order is not necessary.

Winter quarter (5th)—Same as sixth quarter in schedule except that the preclinical examinations are postponed to the end of the spring quarter and the amount of free time increased correspondingly to 157 hours.

Spring quarter (6th)—Same as fourth quarter except that the preclinical examinations are held and the amount of free time correspondingly decreased to 390 hours.

#### THIRD YEAR:

Autumn quarter (7th)—Same as seventh quarter in schedule.\*

Winter quarter (8th)—Same as eighth quarter in schedule.\*

Spring quarter (9th)—Same as ninth quarter in schedule.\*

#### FOURTH YEAR:

Autumn quarter (10th)—Same as tenth quarter in schedule.\*

Winter quarter (11th)—Same as eleventh quarter in schedule.\*

Spring quarter (12th)—Same as twelfth quarter in schedule.\*

### SCHEDULE OF INSTRUCTION

(The details of courses will be posted on the bulletin board)

In the clinical years the required instruction in medicine, surgery, obstetrics, gynecology, pediatrics and other specialties will be offered in each of the four quarters. Students may elect the quarters in which they study these subjects, but not more than ten students will be enrolled in surgery or medicine in any one quarter; the names will be accepted in order of application. The schedule on the bulletin board merely illustrates the program for one group. For elective courses, students are referred to the bulletin board.

During the quarter devoted to the specialties, the student group will be divided into five sub-groups, each of which in rotation will spend approximately two weeks in each of the following specialties: Dermatology and syphilis; neurology and psychiatry, urology; orthopedics and physiotherapy; ophthalmology, oto-laryngology and dentistry.

Daily from 12 noon to 1 p. m. during the autumn, winter and spring quarters, the following systematic lectures, clinics or demonstrations, will be given (students are expected to attend

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\* The clinical instruction will be repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth and ninth quarters; and also the order of the tenth, eleventh and twelfth quarters.

at least three quarters) : Medicine and medical specialties, Wednesdays and Saturdays (3 quarters) ; surgery and surgical specialties, Tuesdays and Fridays (3 quarters) ; obstetrics and gynecology, Mondays (3 quarters) ; pediatrics, Thursdays (2 quarters) ; preventive medicine and public health, Thursdays (1 quarter).

Every Saturday, from 9 a. m. to 1 p. m., varied clinics and demonstrations for students and visiting physicians will be held in medicine, surgery, obstetrics, pediatrics and other specialties.

#### ANGIER B. DUKE MEMORIAL AND OTHER LOAN FUNDS

The Angier B. Duke Memorial, Incorporated, administers through an advisory committee of the officers of the University a loan fund for students. In addition, the University administers other endowed loan funds for the benefit of students who are not able financially to meet their expenses. Medical students, after their third quarter, are eligible for loans from these sources. No scholarships will be awarded in the School of Medicine. The loan funds are kept by the treasurer as separate and distinct funds from all other endowments and holdings of the University and are used for no other purpose than to aid worthy students of the University. These funds are administered in accordance with the following regulations :

1. No loan shall be made to a student who violates any of the regulations of the University or whose classwork is not satisfactory to the committee on instruction.

2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged not later than one week after the beginning of a quarter.

3. Every applicant for a loan must present with the application such security as the president of the University may approve, and no money shall be advanced before a note with approved security is in the hands of the treasurer of the University.

4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition, board and room-rent.

5. Interest at the rate of six per cent annually shall be charged for all loans of money, and the interest must be paid annually.

# INFORMATION AND REGULATIONS CONCERNING FEES AND EXPENSES

All fees for each quarter are due and payable at the beginning of each quarter; no student will be admitted to classes until his or her fees have been paid at the university treasurer's office.

## Fees and Expenses

Tuition, per quarter .....	\$150.00	
Room rent, per quarter* .....	50.00	
Board, per quarter* .....	75.00	
Laundry, per quarter .....	10.00	to \$ 20.00
Books, per quarter .....	10.00	to 20.00
Microscope, each student must own a modern microscope as soon as he matriculates.....	100.00	to 150.00
Damage fee, payable at matriculation and returnable at graduation if no damage occurs .....	10.00	
Athletic fee (optional), admitting students to all athletic contests held on the university grounds, per year .....	10.00	
Estimated total expenses, exclusive of clothes, micro- scope, damage and athletic fees, per quarter (students may study three or four quarters per year)** .....	\$295.00	to \$315.00

\* During 1930 and 1931, medical students will have rooms and meals in the Duke Hospital but thereafter they will live in the dormitories and eat at the Union on the campus. All rooms are provided with furniture, heat, water, electric light and care of rooms; each student furnishes his own blankets, sheets, pillow-slips, towels and pillows.

\*\* Medical students, after their third quarter, are eligible for loans from the Angier B. Duke Memorial and other loan funds.

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# BULLETIN OF DUKE UNIVERSITY

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DL. 2

FEBRUARY, 1930

No. 2

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## SUMMER SCHOOL



1930

JUNE 10-JULY 19; JULY 21-AUGUST 28

### ANNOUNCEMENT

JUNALUSKA SUMMER SCHOOL, INC.

(AFFILIATED WITH DUKE UNIVERSITY)

LAKE JUNALUSKA, N. C.

### ANNOUNCEMENT

JUNALUSKA SCHOOL OF RELIGION

LAKE JUNALUSKA, N. C.

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PUBLISHED BY DUKE UNIVERSITY

IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE AND OCTOBER

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BULLETIN  
OF  
DUKE UNIVERSITY

SUMMER SCHOOL  
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JUNALUSKA SCHOOL OF RELIGION  
LAKE JUNALUSKA, N. C.

DURHAM, NORTH CAROLINA  
1930



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# THE SUMMER SCHOOL OF DUKE UNIVERSITY

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## RAPID GROWTH OF THE DUKE UNIVERSITY SUMMER SCHOOL

Trinity College, which in 1925 expanded into Duke University, conducted its first summer school in 1919. The growth of the school has been not only rapid but steady since that time. In 1919, there were enrolled eighty-eight students of college grade, of whom sixty-five were teachers. In 1929 there was a total of 1452 registrations in the Summer School of Duke University and affiliated schools. Of these, 765 students enrolled in the first term of Duke University Summer School, and 447 in the second term; 214 were enrolled in the Junaluska Summer School, Inc., at Lake Junaluska; and 26 were enrolled in the Junaluska School of Religion. Deducting from the total number of registrations those who registered for two terms, there were 1171 students enrolled for either six or twelve weeks in the summer of 1929.

## AFFILIATED SUMMER SCHOOLS

The Junaluska Summer School, Inc., Lake Junaluska, N. C., is an independent school affiliated with Duke University. It will offer courses primarily for high school graduates and teachers holding the elementary certificates. It will also offer freshman and sophomore college work in Biblical literature, education, English, history, sociology, Spanish, and other undergraduate courses for high school teachers. The only graduate work offered will be in field botany. (For further information address Professor B. G. Childs, Director, Duke University, Durham, N. C., and see description of courses, pages 39 to 50, this bulletin.) Junaluska Summer School will begin its single term June 10 and close July 19, making it possible for a student attending Junaluska to transfer to Durham in time for the second term, July 21 to August 28.

The Junaluska School of Religion, affiliated with the School of Religion, will offer work at Lake Junaluska July 21 to August 30. (For further information address Dr. Elbert Russell, Act-



ing Dean, School of Religion, Duke University, Durham, N. C., and see description of courses on pages 51 to 54, this bulletin.)

### CALENDAR

The Summer School will open June 10. The first term of the school will close July 19. The second term will begin July 21 and will close August 28. Recitations will be held five days in the week, all Mondays except June 23, July 7, July 21, August 4, and August 18 being holidays. July 4 will be observed as Independence Day.

### REGISTRATION

Saturday, June 7, is registration day for Durham County and City teachers and for all other students in Durham on that day. Monday, June 9, is registration day for out-of-town students. All such students should be present at 2 P.M. to submit their credentials for admission, to select their courses, and to make arrangements concerning board and lodging. Students arriving after 5 P.M., Monday, will register Tuesday, June 10, 8:30 A.M., or 2 P.M. Regular classes will meet at 8:15, Tuesday morning, and recitation work will begin at once according to schedule.\*

For the second term, Saturday, July 19, is registration day, and classes will begin Monday, July 21, according to schedule.

### BUILDINGS AND EQUIPMENT

The work for the Summer School of 1930 will be conducted largely in the unit of new buildings on the old campus. This unit consists of an auditorium, a science building, an apartment building, and five dormitories. All buildings in this new group are in Georgian style of architecture, constructed of Baltimore brick and trimmed with Vermont marble. They are fireproof in every respect.

Each of the five new dormitories has eighty-one students' rooms and houses one hundred and sixty-two students. One of the men's dormitories will be reserved exclusively for advanced students, and a wing of one of the women's dormitories will be similarly reserved. In all dormitories the same rules

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\* N. B.—Students who register late are marked absent for all classes held prior to their registration. Late registration very seriously affects credits that may be obtained.

and regulations obtain as during the regular academic year. In the graduate dormitories all radios, graphophones, and other noise-making appliances are strictly forbidden.

The Union Building is to be the center of all social activities: besides containing two large student dining rooms, this building has a faculty dining-room, a guests' dining-room, two lounge rooms, offices for the manager and his staff, service-rooms, and rooms for every organization and activity; here will be found the post office, college barber shop, express office, and headquarters of all publications and student organizations.

### ADMISSION

Applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina elementary will be accepted from teachers with two or more years of experience. Certificates and other credentials must be submitted to the Committee on the Summer School at the time of registration. Students who wish to enroll for graduate credit should submit their credits from other institutions to the Director of the Summer School before registration, preferably by mail.

### SCOPE AND PLAN

The courses are designed to meet the needs of teachers who desire professional training and further academic instruction, of college students who desire to hasten the completion of their college work, and of graduate students desiring to continue their work toward a higher degree.

Professional courses are offered for the following grades of teachers:

1. Teachers in elementary schools: the "North Carolina 'Uniform Curricula' for Elementary Teachers." (See pages 28 to 30, this bulletin.)
2. Teachers of primary and grammar grades. (See pages 26 to 28. This work is stressed in the session of 1930.)
3. High school teachers. (See pages 25 and 26, and for subject-matter work in the high school subjects, pages 30 to 38.)
4. Teachers who desire credit for degrees in Duke University. (For graduate work in each department, see courses designated "G," pages 23 to 38.)
5. Superintendents, supervisors, and principals of schools. (See pages 23 to 25.)

For college students, as well as for teachers, instruction, graduate or undergraduate, is offered as designated on pages 23 to 38, in the following subjects: education, Biblical literature, biology, chemistry, engineering, English, economics and government, French, German, history, religious education, Latin, mathematics, physics, psychology, and Spanish.

### CREDITS

The professional credits offered are accepted by the State of North Carolina in accordance with the rules issued by the State Department of Education.

College credits are offered as follows: A course of five hours a week for six weeks counts for two semester-hours of credit, a course of seven hours and a half a week for six weeks counts for three semester-hours of credit, and a course of ten hours a week for six weeks counts for four semester-hours of credit in Duke University. No student is given credit for more than six semester-hours of work or allowed to take more than fifteen hours of work a week without the consent of the Director and of the instructor in whose department the student expects to do his major work.\* Graduate students are not under any circumstances allowed credit for more than six semester-hours in a summer school of six weeks.

The nature of the credit allowed for each course is designated by the following letters: C, collegiate A.B. degree; G, graduate A.M. or M.Ed. degree. Courses marked C\* are intended only for students who have had two or more years of standard college training. Courses marked both C\* and G are open only to students who have had three or more years of standard college training except by special permission of the Council on Graduate Instruction.

Students registered for graduate courses in the Summer School, who desire to have their work credited toward the master's degree, should also register in the office of the Dean of the Graduate School during the first week of each summer term.

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\* No undergraduate student who has failed to make superior average in his last preceding work in the University can obtain permission to take excess work; and no student liable to suspension from the University under its rules regarding failure is permitted to enroll in summer school.

## GRADUATE INSTRUCTION

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. *Admission to graduate courses does not necessarily imply admission to candidacy for a degree.* A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

### ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.). Some departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

### ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy at the beginning of the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

### THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in

each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved *preliminary* courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

#### MINIMUM RESIDENCE REQUIREMENT

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each.

#### DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in either history of education, educational sociology, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of



a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.

#### **THESIS FOR THE MASTER'S DEGREE**

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred.

Three bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Each candidate is required to appear before the committee for an oral examination on the thesis.

#### **SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE**

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

#### **CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE**

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

#### **FORMER REGULATIONS**

Students who began graduate work at Duke University for the master's degree before June, 1930, may complete the requirements for the degree under the regulations published in the Summer School announcement for 1929 and in the bulletin of the Graduate School of Arts and Sciences for the academic year 1928-1929.

#### **DEMONSTRATION SCHOOL**

A demonstration school for primary and grammar-grade teachers is conducted for observation and demonstration work. The term begins Monday, June 16, and closes Saturday, July

26. High school teachers will have opportunity to do observation work in American history and plane geometry.

### ROOMS AND BOARD

Board and room for a term of six weeks may be secured in the University dormitories at the rate of \$45.50 per occupant with two in a room, or \$55.00 if room alone is engaged. The new dormitories, Numbers 2 and 3, will be reserved for women students, and Dormitories 4 and 5 for men students. Dormitories 3 and 4 will be reserved primarily for advanced students, and Dormitories 2 and 5 for undergraduates. There is no dormitory reserved for married students, and children are not under any circumstances admitted to the dormitories. Students desiring to bring children, or married students desiring rooms, should write the Director for a list of private rooming places where suitable accommodations may be obtained. Occupants of University rooms furnish their own bedclothes, pillows, and towels. All other essentials are supplied by the University.

All occupants of Dormitories 2 and 3 board in the Union, and occupants of Dormitories 4 and 5 are advised to board there, on account of the opportunity to meet at meal-time with their fellow-students, and because of the fact that the greater number of students guarantees better board for all, board being furnished at cost. The service is cafeteria plate-service. Students in Dormitories 4 and 5 who desire to board elsewhere will pay room-rent at the rate of \$12.50 with two in a room or \$22.00 for room alone. Students rooming off the campus who desire board in the University Union obtain it for \$37.50 for the term.

### FEES

Teachers are not required to pay tuition fees. All other students are charged a tuition fee of \$3.00 for each college credit hour, or \$1.50 for each semester-hour. All students, teachers included, pay a registration fee of \$17.00 per term, which includes the cost of a recreation ticket entitling them to admission to the tennis courts and swimming pool and to all recreational programs, including plays, lectures, etc. Students in the sciences pay the laboratory fees required in regular term work. Students who enroll for more than the normal schedule of work are charged an excess registration fee of \$5.00.



Major expenses may be estimated as follows for each term:

Registration .....	\$17.00
Room rent and board .....	45.50
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Total major expenses to teachers .....	\$62.50

To this total should be added the tuition fee of \$9.00 or \$12.00 charged students other than teachers in the public schools, about \$7.00 for books, and probably \$3.00 for miscellaneous expenditures.

### COURSES FOR STUDENTS ENTERING COLLEGE

Increasing numbers of students, particularly those who contemplate entering a medical school, desire to complete the college course in three years. To meet the needs of these students, the Summer School offers a number of courses in freshman college work, enabling 1930 graduates of high school to begin their college course in the summer instead of waiting until September.

### RESERVATION IN ADVANCE

Classes are of limited enrollment. All students should enroll promptly, for all applications, both for classes in which the applicant desires to enroll and for rooms, will be filed in the order in which they are received. Each application for a reservation should be accompanied by a check for \$5.00 in part payment of the registration fee. This check reserves a room also if the student states a desire to room in one of the university buildings. Make all checks payable to the Summer School of Duke University.

### REDUCED RAILROAD FARES

Reduced railroad rates on the round trip identification plan have been authorized from all stations in North Carolina, South Carolina, Virginia, Georgia, and Florida (except those on Louisville and Wadley Railway, Wadley Southern Railway, Sylvania Central Railway, and Winston-Salem Southbound Railway); also from West Virginia east of and including Williamson, via Norfolk and Western Railway. Address the Director of the Summer School for identification blank.

### APPOINTMENT BUREAU

A teachers' appointment bureau is maintained for the benefit of teachers desiring a change of position. There is no charge for this service.

### RECREATION AND ENTERTAINMENT

At the time of registration a season ticket to recreation programs is given to each student. In addition to the right of attending the plays, concerts, and other features of entertainment provided, this ticket entitles the student to use of the tennis courts and of the swimming pool. The swimming pool is open an hour and a half daily for various groups of students. The Quadrangle Pictures, sponsored by the University Y. M. C. A., present an early-evening program twice a week. Three of these programs are included in the features covered by the recreation ticket. There are also early-evening programs of plays and games planned for out-of-doors three or four evenings weekly.

# COURSES OF INSTRUCTION

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## EXPLANATIONS AND ABBREVIATIONS

Classes meet daily five times per week for six weeks unless otherwise indicated. Classes that meet for fifty-minute periods are indicated as carrying two semester-hours of credit. Classes meeting eighty-minute periods daily count for three semester-hours except where credits are stated otherwise.

Courses are arranged alphabetically by departments, except that courses in Education are listed first for the convenience of the large number of teachers who enroll primarily for professional credits. Subdivisions in Education indicate special classes of teachers for whom each group of courses was primarily planned. The number attached to a course, except in case of courses not given the preceding term or in the case of courses designated by the North Carolina State Department, are the same numbers used in describing courses in the regular term, with the letter "S" preceding; for example, Education S 6a and S 6b would correspond to Education 6 of the regular term, "a" and "b" being subdivisions of the complete course. The letters beyond "b" indicate work in the same field as the main course but not duplicating the work listed in the preceding university catalogue.

In the description of courses the following abbreviations occur: *C* following a course means that the course carries credit for the A.B. degree; *C\**, credit toward the A.B. degree for students having completed two or more years of college work; *G*, credit towards a graduate degree; the numeral *1* means that the course comes the first one-hour period daily, beginning at 8:15; *2*, the second one-hour period, beginning at 9:15; *3*, the third one-hour period beginning at 10:15; etc. *A* means that the course comes the first eighty minutes daily, beginning at 8:15; *B* means that the course comes at the eighty-minute period beginning at 9:45; *D* means that the course meets an eighty-minute period daily, beginning at 11:45; *I* means that the course is offered the first term; *II*, that it is offered the second term; *I, II*, that the course is offered either term. Periods *1, 2, 3*, and *4* do not conflict, and periods *A, B*, and *D* do not conflict; but period *A* conflicts with *1* and *2*, *B* with *2* and *3*, and *D* with *4*.

N.B.—Different State Departments of Education grant professional credit for various courses in accordance with their own carefully defined rules. Every student should inquire carefully at or before registration as to what professional credit is allowed for each course in his state.

## EDUCATION

### COURSES PRIMARILY FOR SUPERINTENDENTS, PRINCIPALS, AND SUPERVISORS

(Superintendents, principals, and supervisors will find specialized courses grouped under courses designated "Primarily for High School

Teachers" and "Primarily for Grammar-Grade and Primary Teachers." It is recommended that some work be elected from these special groups. Attention is called to the courses described immediately below as **Major Course for County Superintendents and Principals**, **Major Course for City School Superintendents and Principals**, **Major Course for Elementary Supervisors and Principals of Elementary Schools**, **Major Course for High School Teachers.**)

**M43. Major Course for County School Superintendents and Principals.**—This course includes S43 below and allied work selected by the student, with the approval of the instructor in charge of course S43. *Schedule to be arranged.* 6 s.h. †I,—C\*, G. MR. PROCTOR AND OTHERS  
(Class enrollment limited to 15.)

**M21. Major Course for City School Superintendents and Principals.**—This course includes course S13<sup>a</sup> and allied work selected by the student, with the approval of the instructor in charge of S13<sup>a</sup>. *Schedule to be arranged.* 6 s.h. II—C\*, G. MR. PROCTOR AND OTHERS  
(Class enrollment limited to 15.)

**M32. Major Course for Elementary Supervisors and Principals of Elementary Schools.**—This course includes S32 below and allied courses selected by the student, with the approval of the instructor. Term papers and other assignments and special conferences will center around the technique of teaching and administering the course of study in the elementary school. *Schedule to be arranged.* 6 s.h. I, II—C\*, G.

MR. CARR AND OTHERS (*first term*)

MR. ELLIS AND OTHERS (*second term*)

(Class enrollment limited to 15.)

**M10. Major Course for High School Teachers.**—This course includes S10<sup>b</sup> below and allied work selected by the student, with the approval of the instructor. Term papers and other assignments will center around the problems of the general methods of teaching and administration of the high school curricula. *Schedule to be arranged.* 6 s.h. I, II—C\*, G.

MR. TROTH AND OTHERS

(Class enrollment limited to 15.)

**S9. Statistical Methods in Education.**—A course intended to familiarize teacher, supervisor, and administrator with the statistical method of treating educational and social data, so as to enable them to interpret and use the results of recent investigation in the science of education. Text-books, special assignments, and reports. D, I. 3 s.h.—C\*, G.

MR. DIMMITT

**S11. Introduction to a Philosophy of Democratic Education.**—A study of fundamental concepts underlying secondary and collegiate educational theory as applied to the preparation of socially efficient citizens for a democracy. Textbooks and discussions. B, I. 3 s.h.—C\*, G.

MR. STOWE

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† For explanation of I, II, C\*, G, see "Explanations and Abbreviations" on preceding page.

**S13<sup>a</sup>. City School Administration.**—A study of the organization and administration of city school systems, including administrative phases of supervision. Students enrolled in this course will be expected to place special emphasis upon that phase of school administration in which they are engaged or are most interested. *A, II. 3 s.h.—C\*, G.* MR. PROCTOR

**S15<sup>b</sup>. Principles of Vocational Guidance.**—A study of the objectives and underlying principles of vocational education, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite: six semester-hours in educational sociology, preferably courses 5 and 15<sup>a</sup>. *B, II. 3 s.h.—C\*, G.* MR. CHILDS

**S15<sup>d</sup>. Sociological Study of Elementary Education.**—A study of social and economic forces as affecting elementary education. *B, I. 3 s.h.—C\*, G.* MR. ELLIS

**S15<sup>e</sup>. Principles of Vocational Education.**—A study of the social basis for vocational education; a brief review of the developments in the field up to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. *D, II. 3 s.h.—C\*, G.* MR. CHILDS.

**S28. The Psychology of Learning.**—A study of different types of learning, principles which underlie successful guidance of learning, methods and conditions of learning, individual differences, etc. Constant reference to experimental literature. *B, I. 3 s.h.—C\*, G.* MR. DIMMITT

**S29. Problems and Theories of College Education.**—An intensive study of important problems confronting American colleges, of efforts being made to solve the problems studied, and of theories of college education underlying those efforts. Lectures, readings, research, and paper embodying results of research study. Open only to graduate students who have taught or who are preparing to teach in college. *A, I. 3 s.h.—G.*

(Class enrollment limited to 20.)

MR. STOWE

**S30. Methods of Research in Education.**—This course is designed for those students who are engaged in or contemplate writing theses in the field of education. It deals with the procedures and criteria for setting up and carrying through sound experiments in education. It also considers those types of research where reflective thinking and documentary evidence are the dominant factors. *D, I. 3 s.h.—G.*

MR. HOLTON, MR. PROCTOR, AND OTHERS

**S30X. Thesis Course.**—Students desirous of obtaining residence credit toward a thesis in Education are expected to enroll in this course and report regularly upon their problem for discussion and criticism. No student can enroll who is carrying more than three semester-hours of other work. *D, II—Residence credit only.*

MR. PROCTOR AND OTHERS



**S32. Supervision of Elementary School Subjects.**—A course planned to meet the needs of school principals, teachers, and others interested in classroom supervision. Objectives and approved methods in the elementary school subjects. Weekly papers, group conferences, and class discussions. *B, I, II. 3 s.h.—C\*, G.*

MR. CARR (*first term*)

MR. ELLIS (*second term*)

**S40. Research in the Organization and Administration of Health Education.**—A graduate course for principals and superintendents, consisting of research in the principles, objectives, and methods to be followed in the organization of health education into the school program. Lectures and discussions of various phases of school, community, and personal hygiene, with special readings and preparation of papers. *D, I. 3 s.h.—C\*, G.*

MR. H. S. CURTIS

**S43. State and County School Administration.**—A study of state and county organization of public schools, emphasizing underlying principles. *A, I. 3 s. h.—C\*, G.*

MR. PROCTOR

#### COURSES PRIMARILY FOR HIGH SCHOOL TEACHERS

(High school teachers are advised to elect also such courses listed above as S9, S11, S15<sup>b</sup>, S15<sup>d</sup>, S15<sup>e</sup>, and S28.)

**S6f. Social Principles of Secondary Education.**—Through a study of the social phases of modern democratic life the course aims to discover principles, points of view, ideals, interests, and methods of procedure of service to secondary school and college teachers and administrators interested in meeting the social and cultural needs of their students. Textbook study, readings, discussions, research, and paper incorporating results of research study. Open only to graduate students, or to seniors who have taught in secondary school. *B, II. 3 s.h.—C\*, G.* MR. STOWE

**S6g. Problems of Secondary Education: Extra-Curricular Activities, Use of Library, Vocational Guidance.**—A course dealing with the problems of educating the child through his activities and of helping him find his place in society; also with the problems arising in the personal relationships of high school pupils with teacher and principal and with fellow students. *D, I. 3 s. h.—C\*.*

MR. JOHNSTON

**S10<sup>b</sup>. General Methods for Secondary Schools.**—Class-room management and discipline; the teacher's use of the question; the project and how to organize it; the socialized recitation; supervised study; etc. No student is permitted to enroll in this course who has taken course S6\* S6<sup>b</sup>, and every student enrolling must present at least twelve semester-hours of work in education and psychology. *D, I, II. 3 s. h.—C\*, G.* MR. TROTH

**S10<sup>c</sup>. Problems in High School and Junior College Teaching.**—A brief study of the purposes and objectives of secondary education, followed by assignments in which each member of the class endeavors to organize some secondary subject in the light of desirable results in the lives of



pupils. Lectures, readings, discussions. Open only to students who have taught in high school or junior college. *A, II. 3 s. h.—C\**, G. MR. STOWE  
(Class enrollment limited to 25.)

**S16. High School Administration and Supervision.**—A study of outstanding problems. Special investigations and reports. *B, I, II. 3 s. h.—C\**, G.  
MR. TROTH

**S18\*. Analysis of Study and Study Habits, in the High School Subjects.**—College freshmen not infrequently fail because they do not know how to study. This course, for high school teachers, consists of a brief survey of the available literature of study, followed by case-work in the habits of high school and undergraduate college students, and a survey of the peculiar learning problems presented by typical secondary school subjects. *A, I. 3 s. h.—C\**.  
MR. K. R. CURTIS

#### COURSES PRIMARILY FOR GRAMMAR-GRADE AND PRIMARY TEACHERS

(These courses are for teachers with two or more years of standard college training. Teachers with less training are advised to take the courses listed under title "North Carolina 'Uniform Curricula' for Elementary Teachers." Primary and grammar-grade teachers who meet prerequisites are advised to consider some work from the courses listed "Primarily for Superintendents, Principals, and Supervisors," and to consider also such subject-matter or cultural courses as Bible S1<sup>a</sup>, S1<sup>b</sup>; Economics S1<sup>a</sup>, S2<sup>a</sup>, S9<sup>b</sup>, S14, S15; English SC2<sup>a</sup>, SC2<sup>b</sup>, SL2, S30<sup>e</sup>; History S9<sup>a</sup>, S9<sup>b</sup>; and Psychology S1.)

**S2A\*. Primary Methods in Language and Reading.**—A study of materials and methods in the mother-tongue. Not open for enrollment to students who have had credit for course 23P or 35P of the North Carolina "Uniform Curricula." *A, I, II. 3 s. h.—C\**.  
MISS MICHAELS

**S2B\*. Children's Literature.**—A critical study of literature for primary grades; types of literature; story telling, principles underlying and practice; study of State Course of Study and adopted texts; bibliographies and use of the library. Not open for enrollment to students who have had credit for course English 74P of the North Carolina "Uniform Curricula." *D, I. 3 s. h.—C\**.  
MISS MICHAELS

**S2B\*. Grammar-Grade Methods in Language, Composition, and Reading.**—A study of materials and methods in the language subjects of grades four to seven. Not open for enrollment to students who have had credit for course 23G of the North Carolina "Uniform Curricula." *A, II. 3 s. h.—C\**.  
MRS. HAWKES

**S2<sup>b</sup>. Practical Course in Methods.**—A course centering around the practice school; fifty hours of observation, weekly conferences, and term papers required; separate sections for primary and grammar-grade teachers. No student may enroll for credit who has already taken a credit course in observation and practice. *Schedule to be arranged by each student and the instructors. 2 s. h., I—C\**.

MR. CARR, MISS GRAY, AND MISS JORDAN

**S2<sup>e</sup>. The American Elementary School.**—(a) The responsibility of the elementary school; (b) relation to the junior and senior high schools; (c) sociological objectives; (d) curriculum values; and (e) classification of elementary pupils. An attempt throughout the session to determine desirable conduct controls and personality outgrowths as a result of (1) the correct presentation of subject matter and (2) the provision of necessary school situations. *B, I, 3 s. h.—C\**. MR. K. R. CURTIS

**S2<sup>d</sup>. The Teaching of Arithmetic.**—Elementary psychology of arithmetic, place and value of drill, diagnosis of difficulties, remedial measures, place of arithmetic in the elementary school curriculum, etc. A special section for primary teachers the first term. *A, I, 3 s.h.—C*. MR. JOHNSTON

**S2A<sup>d</sup>. The Teaching of Primary Numbers.**—A special section of S2<sup>d</sup> for primary teachers. *A, I, 3 s.h.—C*. MISS SULLIVAN

**S2A<sup>e</sup>. School Hygiene and Health Education: Primary Section.**—This course includes two semester-hours of work in general, personal, and school hygiene, with some instruction in anatomy and physiology; cause, transmission, and prevention of communicable diseases; the more common defects of school children; schoolhouse sanitation; medical inspection; etc. An effort is also made to acquaint the student with the technique of health teaching and gives her source of material and assistance in selection and organization of subject-matter. Not open for enrollment to students who have had S2B<sup>e</sup> or Physiology 51X below. *B, I, 3 s.h.—C*. MISS DANDSILL

**S2B<sup>e</sup>. Physical Education in the Elementary School.**—A study of physical education and health work in the elementary school; methods of organization and activities; lectures, discussions, and reports. In addition to the daily recitation period two evening periods weekly in which games suitable for the elementary program will be taught. *B, I, 3 s.h.—C*. MR. CURTIS

**S2<sup>f</sup>. The Teaching of Geography.**—This study is intended for elementary supervisors and grammar-grade teachers who have at least two years of standard college training. Economics S15 or S1<sup>a</sup> should accompany or precede this course. Organization of subject matter and fundamental aims in geography teaching will be stressed. In the second term, supplementary work in the teaching of history will be included. *D, I, II, 3 s.h.—C\**. MR. HAMILTON (*first term*)

MRS. HAWKES (*second term*)

**S2A<sup>f</sup>. The Teaching of Primary Geography and Nature Study.**—A special section of S2<sup>f</sup> for primary teachers. *D, I, 3 s. h.—C\**. MISS SULLIVAN

**S3<sup>a</sup>. School Organization and Administration for the Classroom Teacher.**—School and classroom organization and administration as they arise in the work of the classroom teacher. Not open to teachers who have credit for course 24X of the "Uniform Curricula." *D, I, 3 s. h.—C\**. MR. WARREN

**S7. The Technique of Teaching.**—An advanced course in the teaching process; the theory underlying sound technique applied specifically to the work of the elementary school. Open to primary and grammar-grade teachers of superior training and experience. *D, I, II. 3 s.h.—C\*, G.*

MR. CARR (*first term*)

MR. ELLIS (*second term*)

**S12A. Curriculum and Materials of the Primary Grades.**—A study of curriculum problems in grades one to three; underlying principles of large-unit teaching; centers of interest around which units of work may develop; criteria for selection; collection and organization of materials; organization of the curriculum around large units; checking the results against objectives and subject-matter requirements; technique of teaching large units, including the place of drill, the program of work, provision for individuality, and the relationship of the various subjects to the units of work. Individual assignments. *A, I. 3 s.h.—C\*.*

MISS ENGLISH

**S12B. Curriculum and Materials of the Grammar Grades.**—Identical with S12A above, except that illustrative materials are chosen with the child of grades four to seven in mind. *B, I. 3 s.h.—C\*.*

MISS ENGLISH

**S34. Problems in Experimental Education.**—A study of various educational experiments and experimental schools now under discussion and an analysis of their underlying theories and the general trends of procedure. *A, I. 3 s.h.—C\*.*

MR. ELLIS

#### NORTH CAROLINA "UNIFORM CURRICULA" FOR ELEMENTARY TEACHERS

Since many North Carolina teachers are still planning to raise their certificates under the North Carolina curricula that went into effect in 1924, selected courses from these curricula are indicated below. It will be observed that many of the courses carry credit of 3 semester-hours, extended beyond the smaller units of the original curricula. Teachers who have been following the "Uniform Curricula" should pursue the courses in the order listed.

#### SELECTED COURSES FROM THE SUMMER SCHOOL UNITS OF THE NORTH CAROLINA "UNIFORM CURRICULA"

**English 33X. English Composition.**—Identical with English SC2<sup>a</sup>. *2, I, II. 2 s.h.—C.*

**Psychology 41X. Child Study.**—Included in Psychology S14<sup>a</sup>. *D, I, II. 3 s.h.—C.*

MR. BATES (*first term*)

MISS DUNN (*second term*)

**Physiology 51X. Personal and School Hygiene.**—General, personal, and school hygiene with some instruction in anatomy and physiology; cause, transmission, and prevention of communicable diseases; the more common defects of school children; school-house sanitation; medical inspection; etc. *A, I. 3 s.h.—C.*

MISS DANDILL

**History 52X. American History, 1828-1865.**—Included in History S9<sup>b</sup>. *D, I, II. 2 s.h.—C.*

**Education 55G. The Teaching of Grammar-Grade Arithmetic.**—Included in Education S2<sup>d</sup>. *A, I. 2 s.h.—C.*

**Education 56P. Primary Numbers and Projects.**—Included in Education S2A<sup>d</sup>. *A, I. 2 s.h.—C.*

**Education 67P. Primary Curriculum.**—The aims and objectives of education in the primary grades; subject matter and school activities; study of the State Course of Study; organization of the primary curriculum; the place of projects and child activities as a basis for organization. For primary teachers. Grammar-grade teachers desiring a similar course should take 66G below. *A, I. 3 s.h.—C.* MR. WARREN

**Education 66G. A Study of Grammar-Grade Curriculum.**—The aims and objectives of education in the intermediate and grammar grades; pupil activities and experiences for accomplishing these; organization of the grammar grade curriculum; etc. The North Carolina State Course of Study will be used in addition to a text-book. For teachers of the grammar grades. Primary teachers desiring similar work should elect 67P above. *B, I. 3 s.h.—C.* MR. HAMILTON

**Geography 72G. The Teaching of Geography.**—Type studies of North America, with major emphasis upon the United States, to bring out and illustrate the fundamental principles of good geography teaching. Observation work required. *D, I, II. 3 s.h.—C.*

MR. HAMILTON (*first term*)

MISS RAWL (*second term*)

**Industrial Arts 61P.**—Manipulation and work with clay, textiles, wood, paper, food, printing, etc., intended to give the child an acquaintance with the raw products of nature, and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, tools, etc. Each student taking the course must complete a project based upon the work of the grade in which she expects to teach. *D, I, II. Professional credit only, 3 points.* MRS. ALSTON (*first term*)

**Drawing 72P, 72G.**—A study of color theory, design, perspective, representation, illustration, picture study, etc., through the media of charcoal, water colors, crayons, clay, etc., with a large amount of outside assignment for primary and for grammar-grade teachers. Each student taking the course must complete a project based upon the work of the grade in which she expects to teach. *B, I, II. Professional credit only, 3 points.* MRS. ALSTON (*first term*)

**Education 73P. History Material for Primary Grades.**—A study of history materials for primary grades, with methods of presentation, practice in constructing and telling stories suitable for children from biographies, travel, etc. *B, II. 3 s.h.—C.* MISS RAWL (*second term*)

**English 74P. Children's Literature.**—Included in Education S2A<sup>b</sup>. *D, I.* 3 s.h.—C.

**Psychology 82X. Educational Psychology.**—A study of original nature, individual differences, the learning process, and mental hygiene in their relation to teaching elementary pupils. *A, II*—C. MISS DUNN

**Writing 82X.**—A course combining practice for skill with a study of the educational theory underlying the teaching of handwriting. *Schedule to be arranged. I, II*—Professional credit only, half course.

**Geography 83X. Economic Geography and Types of Industry.**—Identical with Economics S15. *A, I, II.* 3 s.h.—C. MR. LANDON

**Sociology 91X. Social Problems.**—An intensive study of several social problems; crime, pauperism, juvenile delinquency; child labor; charities; race problem; immigration; Americanization. Relation of school and teacher to these problems. *B, I, II.* 3 s.h.—C. MRS. ORMOND

**Music 92X. Elements of Music and Musical Appreciation.**—A continuation of Music 51X. *A, I, II*—Professional credit only, 3 points.

**History 94X. Citizenship.**—Identical with Government S2<sup>a</sup>. *D, I, II.*

**English 96G. English Literature.**—This course is included in English SL1. *D, I, II.* 3 s.h.—C.

**Education 98G. Grammar-Grade Methods in Geography and History.**—The fundamental purposes in the teaching of geography and history; aims and values; type lessons and organizing subject-matter. *D, II.* 3 s.h.—C. MRS. HAWKES

### BIBLICAL LITERATURE

**S1<sup>a</sup>. Old Testament History and Literature.**—This will include a general survey of the Old Testament. *A, II.* 3 s.h.—C. MR. CANNON

**S1<sup>b</sup>. New Testament Background and Literature.**—The preparation for Christianity by the Hebrew prophets and intertestamental development: a survey of the New Testament. *B, II.* 3 s.h.—C. MR. CANNON

### BIOLOGY

[S21<sup>a</sup> and S21<sup>b</sup> below when completed constitute one of the science courses required for graduation. They should be taken together.]

**Botany S21<sup>a</sup>. Introductory Botany.**—Equivalent to Botany 1 of the regular term. A general course dealing with plants. *Class conferences daily, 1; laboratory daily, 2, 3. I.* 4 s.h.—C.

MR. AVERY AND MR. ——— (first term)  
MR. JENKINS (second term)



**Zoölogy S21<sup>b</sup>. General Zoölogy.**—Identical with Zoölogy 1 of the regular term. An elementary survey of the animal kingdom. *Lecture and quiz daily, 4; laboratory daily, 2:30-4:30. I, II. 4 s.h.—C.*

MR. CUNNINGHAM AND MR. ———

**Botany S4. Plant Physiology.**—Laboratory and lectures. Prerequisite, Botany or Zoölogy S21. *Lectures daily, 4; laboratory daily, 2:30. I. 3 s.h.—C\*, G.*

MR. AVERY

**Zoölogy S19. Research.**—Students, who in the judgment of the department are prepared, may carry on investigation of a problem during the summer, and credit will be arranged according to the work done, three hours of laboratory work counting one hour credit. *I, II—G.*

MR. CUNNINGHAM

**Zoölogy S27. Endocrinology.**—A study of the structure, physiology, and embryology of the endocrine glands. Students desiring laboratory work in this course should register for S19. *I, I. 2 s.h.—C\*, G.*

MR. CUNNINGHAM

## CHEMISTRY

**S1. General Inorganic Chemistry.**—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. *8 s.h. Lectures daily, 1; recitation daily, 4; laboratory hours to be arranged, II—C.*

MR. R. N. WILSON AND MR. METLER

**S2. Qualitative Analysis.**—A development of the fundamentals of the ionic theory as applied to analytical reactions with special consideration of the application of the laws of chemical equilibrium and of the modern theories of solution. *Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30. I. 4 s.h.—C.*

MR. SAYLOR

**S3. Quantitative Analysis.**—The classroom work includes the general theory of quantitative separations, the calculation of results, and the solution of problems. The laboratory work aims to develop technique and to familiarize the student with representative quantitative methods. *Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30. II. 4 s.h.—C.*

MR. VOSBURGH

**S5<sup>a</sup>. Organic Chemistry.**—An introduction to the study of the compounds of carbon. Courses 2 and 3 are prerequisite except in special cases. *Lecture 1; laboratory every other day beginning Tuesday afternoon, June 10, 2:30-5:30; quiz every other day beginning Wednesday, June 11, third period. I. 4 s.h.—C.*

MR. HAUSER AND MR. GILLASPIE

**S5<sup>b</sup>. Organic Chemistry.**—A more detailed study is made of subjects such as stereoisomerism, substitution in the benzene ring, diazo reactions, etc. Course S5<sup>a</sup> prerequisite. *Lectures, laboratory, and quizzes as in S5<sup>a</sup>. II. 4 s.h.—C.*

MR. HAUSER

## ECONOMICS AND GOVERNMENT

**S1<sup>a</sup>. Principles of Economics.**—A short course in the essential principles of economic science. Students who complete this course satisfactorily may be admitted to Economics 4 and 5 during the college year 1930-31. *B, I, 3 s. h.—C.*

MR. COTTON

**S1<sup>b</sup>. Economic Problems.**—A continuation of S1<sup>a</sup>, involving the study of problems. *B, II, 3 s. h.—C.*

MR. HOOVER

**S2<sup>a</sup>. Elementary Survey of American Government and Politics.**—A study of the organization, growth, and practical working of national, state, and local government in the United States; background course for the work of teachers of citizenship in the public schools. *D, I, II, 3 s. h.—C.*

MR. R. R. WILSON (*first term*)

MR. R. S. RANKIN (*second term*)

**S7. Accounting.**—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods. *A, B, D, I, 6 s.h.—C.*

MR. SHIELDS

**S8<sup>a</sup>. American Constitutional Law and Theory.**—Attention is given to leading constitutional principles of American government, as developed through judicial interpretation. Emphasis is placed upon problems of current importance. Lectures, reading of cases, assigned legal problems. *B, I, 3 s.h.—C\*, G.*

MR. R. R. WILSON

**S9<sup>b</sup>. City and County Government.**—A study of the general problems of city government in the United States. The latter part of the course is devoted to a study of county government in the United States, with particular reference to North Carolina. *B, II, 3 s. h.—C\*, G.*

MR. R. S. RANKIN

**S14<sup>b</sup>. Economic Functions of the State.**—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. *A, II, 3 s. h.—C\*, G.*

MR. HOOVER

**S15. Economic Geography and Industrial Organization.**—A course based upon the principles of geography and intended to explain how man's industries are determined by his environment. An intensive study of major industries in the United States; the economics of such industries as agriculture, mining, manufacturing, transportation, and banking emphasized. Students may select a specific industry for collateral readings and term papers. *A, I, II, 3 s.h.—C.*

MR. LANDON

**S54<sup>b</sup>. Industrial Relations.**—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various institutions. *A, I, 3 s. h.—C\*, G.*

MR. COTTON



## ENGINEERING

**C.E.S. 10. Plane Surveying.**—Exercises in use of chain, tape, compass, level, transit, and plane-table; surveys and re-surveys. *Three weeks, eight hours a day, beginning May 31. 3 s.h.—C.* MR. HALL

## ENGLISH

**SC1<sup>a</sup>. English Composition.**—A course in the fundamentals of English composition, oral and written. When taken in combination with SC1<sup>b</sup> below, it gives credit for required work in freshman English composition. *3, I—C.* MR. WARD

**SC1<sup>b</sup>. English Composition.**—A thorough review of the fundamentals of English grammar with special attention to sentence structure, syntax, common errors, etc. Frequent themes. *1, I—C.* MR. WARD

**SL1. English Poetry.**—The principles of English versification and a general survey of English poetry. *D, I, II. 3 s.h.—C.*

MR. A. C. JORDAN (*first term*)

MR. PETERSON (*second term*)

**SC2<sup>a</sup>. English Composition.**—By means of instruction, frequent conferences, and extensive writing of assignments this course undertakes to make the student familiar with the qualities of the best prose style. Open only to those who have credit for SC1<sup>a</sup> and SC1<sup>b</sup>. *2, I, II—C.*

MR. A. C. JORDAN (*first term*)

MR. PETERSON (*second term*)

**SC2<sup>b</sup>. English Composition.**—Continuation of SC2<sup>a</sup>; emphasis upon extensive writing in exposition and narration. When completed in combination with SC2<sup>a</sup>, this course completes required work in English composition. *3, I, II—C.*

MR. A. C. JORDAN (*first term*)

MR. PETERSON (*second term*)

**SL2<sup>a</sup>. Prose Literature.**—Reading and study of selected works of the best writers of prose; lectures on the lives of the authors studied; the periods of literary history; origin and growth of the various types of prose literature, with emphasis upon the novel. With SL2<sup>b</sup> below this course constitutes the regular sophomore course in English literature. SL2<sup>a</sup> and SL2<sup>b</sup> do not meet the requirements for sophomore English unless a student has credit for sophomore composition or has so creditable a record on freshman composition as to be excused by the English Department from Composition 2. *D, I. 3 s.h.—C.* MR. WARD

**SL2<sup>b</sup>. Prose Literature (Continued).**—A continuation of English SL2<sup>a</sup>, with emphasis upon biography. Students may enter SL2<sup>b</sup> without having had SL2<sup>a</sup>, but may not count it toward a degree until SL2<sup>a</sup> has been completed. *D, II. 3 s.h.—C.* MR. MITCHELL

S3<sup>a</sup>. Shakespeare's Comedies.—*A, II. 3 s.h.—C\**. MR. MITCHELL

S5<sup>a</sup>. English Literature, 1798-1832.—This course consists of the study of representative poets of the Romantic Period. *I, B. 3 s.h.—C\*, G.*

MR. REED

S5<sup>a</sup>. Prose of the Early Nineteenth Century.—A survey of the chief prose writers of the early nineteenth century with special attention to Lamb, Coleridge, Hazlitt, De Quincey, and the reviewers. *A, II. 3 s.h.—C\*, G.*

MR. MITCHELL

S6<sup>a</sup>. Chaucer.—*B, II. 3 s.h.—C\*, G.*

MR. HUNTER

S19<sup>a</sup>. Contemporary Poetry.—*B, II. 3 s.h.—C\**.

MR. CHASE

S29<sup>a</sup>. The Elizabethan Period.—This course consists of a study of non-dramatic Elizabethan literature. *I, D. 3 s.h.—C\*, G.*

MR. REED

S30<sup>a</sup>. Studies in Victorian Literature: Matthew Arnold.—An intensive study of the prose and poetry of Matthew Arnold. *A, I. 3 s.h.—C\*, G.*

MR. GREENE

S30<sup>a</sup>. Studies in Victorian Literature: The Novelists.—A study of social, political, and industrial conditions as revealed in the work of the chief novelists of the Victorian period. *B, I. 3 s.h.—C\*, G.*

MR. GREENE

S104. The Development of the American Short Story.—*D, II. 3 s.h.—C\**.

MR. HUNTER

S304. Seminar in Poe's Contemporaries.—*D, II. 3 s.h.—G.* MR. CHASE  
(Class enrollment limited to 15.)

NOTE.—English S19<sup>a</sup> and S304 are listed tentatively. If both are offered, S5<sup>a</sup> will be withdrawn. If both are withdrawn, S3<sup>a</sup> will also be withdrawn and S5<sup>a</sup> offered.

## FRENCH

S2<sup>a</sup>. Second-Year French.—Reading and translation, alternate exercises in grammar review, verb drill, and writing in French at dictation. *B, I. 3 s.h.—C.*

MR. B. R. JORDAN

S2<sup>b</sup>. Second-Year French.—Reading and translation, with prose composition. *D, I. 3 s.h.—C.*

MR. WALTON

S211. Survey of Modern French Drama.—*A, I. 3 s.h.—C\*, G.*

MR. B. R. JORDAN

S217. Seminar in Balzac.—*D, II. 3 s.h.—C\*, G.*  
(Class enrollment limited to 15.)

MR. MICHELL

S221. Contemporary Drama.—*A, II. 3 s.h.—C\*, G.*

MR. MICHELL

S222. Nineteenth Century French Poetry.—The transition from Romanticism to Parnassianism and Symbolism. *B, I. 3 s.h.—C\*, G.*

MR. WALTON

## GERMAN

**S1<sup>a</sup>. Elementary German.**—Grammar, with composition, simple reading, and spoken German. *A, D, I (first three weeks).* 3 s.h.—C.

MR. F. E. WILSON

**S1<sup>b</sup>. Elementary German.**—Grammar, reading, and translation—*A, D, I (second three weeks).* 3 s.h.—C.

MR. F. E. WILSON

[Auditors desiring to attend S1<sup>a</sup> and S1<sup>b</sup> without taking credit are not required to pay full registration and tuition but are subject to the auditor's fee of ten dollars.]

**S2<sup>a</sup>. Second-Year German.**—Reading and translation of easy German prose, lyrics, and ballads, with a systematic review of grammar and composition exercises based on the selections read. *A, II.* 3 s.h.—C.

MR. KRUMMEL

**S2<sup>b</sup>. Second-Year German.**—Reading and translation of narrative prose, a modern prose comedy, and one of Schiller's blank verse dramas. *D, II.* 3 s.h.—C.

MR. KRUMMEL

## HISTORY

**S9<sup>a</sup>. American History to 1828.**—A rapid survey of the Colonial and Revolutionary periods followed by a more intensive study of the National period down to the beginning of Jackson's administration. *B, I, II.* 3 s.h.—C.

MR. HARMON (*first term*)

MR. SMITH (*second term*)

**S9<sup>b</sup>. American History, 1828-1865.**—A study of national expansion, sectional rivalry, railway extension, slavery, political parties, international relations, and the Civil War. *D, I, II.* 3 s.h.—C.

MR. HARMON (*first term*)

MR. SMITH (*second term*)

**S206. The Ante-Bellum South.**—This course deals primarily with political and economic conditions, including the development of democracy from the Revolutionary through the Jacksonian Era, the transformation from the frontier to the plantation régime, and the growth of sectionalism. *D, I.* 3 s.h.—C\*, G.

MR. ABERNETHY

**S222. Renaissance and Reformation.**—A course consisting of lectures, reports, and a term paper. It will cover more intensively the history of Europe between 1500 and 1648. *B, II.* 3 s.h.—C\*, G.

MR. EELLS

**S315. Seminar in Southern History Prior to 1860.**—This is primarily a research course. Topics are assigned on various phases of the subject with the object of tracing the expansion of nationalism and democracy, particularly in the Revolutionary Period. *B, I.* 3 s.h.—G.

MR. ABERNETHY

**S322. Seminar in Early Modern History.**—A seminar course, open only by permission of the instructor. It will emphasize the Renaissance in Italy and Northern Europe. Research by students and class discussions. *D, II. 3 s.h.—G.* MR. EELLS

### LATIN AND ROMAN STUDIES

**S215. Roman History.**—From the earliest times to the reign of Constantine. Political, social, and religious institutions; the Hellenic infusion and oriental influences; the foundation of the imperial system and its decline; significance of Latin literature. A reading knowledge of Latin, including the preparation equivalent to at least twelve semester-hours of college Latin is prerequisite. Lectures and reports. *A, I. 3 s. h.—C\*, G.* MR. ANDERSON

**S216. Latin Syntax.**—Study of the fundamental problems in the development and use of the cases, tenses, and modes. Brief introduction dealing with the origin and development of studies in syntax. *B, I. 3 s. h.—C\*, G.* MR. ANDERSON

### MATHEMATICS

**S1<sup>a</sup>. College Algebra.**—This course will cover the following topics: review of elementary algebra, quadratic equations, properties of quadratics, progressions, variation, logarithms, mathematical induction, binomial theorem, functions, theory of equations, permutations and combinations, determinants. *A, I. 3 s.h.—C.* MR. MILES

**S2<sup>a</sup>. Plane and Spherical Trigonometry.**—Trigonometrical formulas; solution of special problems. *B, I. 3 s.h.—C.* MR. ELLIOTT

**S2<sup>b</sup>. Analytic Geometry.**—The definitions, equations, and properties of the straight line and conic sections in rectangular coördinates; parametric equations of loci, tangents, normals, etc., and transformations of co-ordinates; the general equation of the second degree. *A, II. 3 s.h.—C\*.* MR. PATTERSON

**S3<sup>a</sup>. Differential Calculus.**—*D, I. 3 s.h.—C\*.* MR. W. W. RANKIN

**S3<sup>b</sup>. Integral Calculus.**—*D, II. 3 s.h.—C\*.* MR. PATTERSON

**S4<sup>a</sup>. Theory of Equations and Determinants.**—*B, II. 3 s.h.—C\*, G.* MR. MILES

**S6. Differential Equations.**—A study of the more common types of ordinary differential equations with emphasis on geometrical interpretations and applications to geometry and physics. Prerequisite, course S3. *D, I. 3 s.h.—C\*, G.* MR. MILES

**S250. Modern Geometry.**—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high school geometry. Prerequisite, courses 2, 3<sup>a</sup>. *B, I. 3 s.h.—C\*, G.* MR. W. W. RANKIN

**S15. Probability, Introductory Course.**—Combinatory analysis, mean values, Bernoulli's theorem, the probability integral, statistics. This course should be preceded by Mathematics 3<sup>b</sup>. *A, II. 3 s.h.—C\*, G.*

MR. MILES

**S25<sup>a</sup>. Integral Equations.**—A study of the Volterra and Fredholm integral equations with special reference to their application to the boundary value problem of differential equations. Prerequisite, course 5. *A, I. 3 s.h.—G.*

MR. ELLIOTT

**S25<sup>b</sup>. Integral Equations (Continued).**—*Schedule to be arranged for the first three weeks of the second term. 3 s.h.—G.*

MR. ELLIOTT

## PHYSICS

**S1. Preliminary Physics.**—Lectures, recitations and individual laboratory work covering the fundamental phenomena of physics, a course substantially equivalent to the Physics 1 of the winter term. Two lectures, one recitation, and one laboratory period daily. *I; schedule to be arranged. 8 s.h.—C.* MR. HATLEY, MR. CALLIHAN, AND MR. STEPHENS

## PSYCHOLOGY

**S1. Introduction to General Psychology: General Principles.**—Lectures, demonstrations, prescribed readings, and reports. *B, I. 3 s.h.—C.*

MR. BATES

**S10. Social Psychology.**—Lectures, readings, and reports. *B, I. 3 s.h.—C\*, G.*

MR. ESTABROOKS

**S14<sup>a</sup>. Child Psychology.**—The outstanding characteristics of children of the primary and grammar-school ages; a course intended primarily for primary and grammar-grade teachers. Text-book, discussions, and exercises. *D, I. 3 s.h.—C.*

MR. BATES

**S14<sup>c</sup>. General Psychology for Teachers.**—A study of original nature, individual differences, the learning process, etc.; a survey of the principles of general psychology peculiarly applicable to the work of the teacher. *A, I.*

MR. BATES

**S19. Genetic Psychology.**—A study of the behavior and mental processes of the child from the comparative and developmental points of view. Lectures, assigned reading, reports. *D, I. 3 s.h.—C\*, G.*

MR. ESTABROOKS

## RELIGION: CHURCH HISTORY

**SR2<sup>b</sup>. Rise of the Denominations.**—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *A, I. 3 s. h.—C\*, G.*

MR. GARBER

**SR4<sup>a</sup>. Methodism.**—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America. Prerequisite, Church History SR2. *B, I. 3 s. h.—C\*, G.*

MR. GARBER

### RELIGIOUS EDUCATION

**S2<sup>a</sup>. Curriculum of Religious Education.**—Study of various theories of the curriculum of religious education, conception of the curriculum as enriched and controlled experience, analysis of existing curricula and critical evaluation of same. Prerequisite: at least twelve semester-hours of education or religious education. *B, I. 3 s.h.—C\*, G.* MR. SPENCE

**S3<sup>b</sup>. Materials of Character Education.**—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of development. Special emphasis on story material and modern religious poetry. Prerequisite: at least twelve semester-hours of education or religious education. *D, I. 3 s.h.—C\*, G.*

MR. SPENCE

### SPANISH

**S1<sup>a</sup>. Elementary Spanish.**—Pronunciation, grammar, conversation, and reading of easy prose. *B, I. 3 s.h.—C.* MR. STEINHAUSER

**S1<sup>b</sup>. Elementary Spanish.**—Pronunciation, grammar, conversation, and reading of easy prose. *D, I. 3 s.h.—C.* MR. STEINHAUSER

**S2<sup>a</sup>. Second-Year Spanish.**—Thorough review of grammar, with exercises in composition, conversation, and dictation. *A, II. 3 s.h.—C.*

MR. LISTER

**S2<sup>b</sup>. Second-Year Spanish.**—Reading and translation; exercises in conversation and dictation. *D, II. 3 s. h.—C.*

MR. LISTER



*Announcement*

JUNALUSKA SUMMER SCHOOL, INC.

(AFFILIATED WITH DUKE UNIVERSITY)

LAKE JUNALUSKA, N. C.

INSTRUCTORS

BENJAMIN GUY CHILDS,

*(Duke University),*

A.B., A.M., University of Virginia; University of Virginia, 1920-22;

DIRECTOR

EDUCATION, SOCIOLOGY.

HUGO LEANDER BLOMQUIST,

*(Duke University),*

B.S., The University of Chicago; Pasteur Institute, 1919;

Ph.D., University of Chicago;

BIOLOGY AND HYGIENE

WILLIAM IVEY CRANFORD,

*(Duke University),*

A.B., Duke; Ph.D., Yale;

PSYCHOLOGY.

ROBERT TAYLOE DUNSTAN,

*(Greensboro College for Women),*

A.B., Duke; A.M., Ph.D., University of Wisconsin;

SPANISH.

BELLE CURRIN GHOLSON,

*(Durham High School),*

A.B., A.M., Duke;

EDUCATION.

QUINTON HOLTON,

*(Head of Department of History, Durham High School),*

A.B., Duke; The University of Chicago, 1921-23;

HISTORY.

ALLISON W. HONEYCUTT,

*(Superintendent Hendersonville City Schools),*

A.B., Wake Forest; Graduate Study, Columbia University;

EDUCATION.



EDWIN RAY HUNTER,

(*Maryville College*),

A.B., Maryville College; M.A., Ph.D., The University of Chicago;  
ENGLISH.

WILLIAM CHARLES McCALL,

(*University of South Carolina*),

A.B., A.M., University of South Carolina; The University of  
Chicago, 1926-27;  
EDUCATION.

EDNA MORGENTHALER

(*Elementary Supervisor, High Point City Schools*),

A.B., University of Nebraska; A.M., Columbia;  
PRIMARY EDUCATION.

HIRAM EARL MYERS,

(*Duke University*),

A.B., Duke; S.T.B., S.T.M., Boston University;  
BIBLICAL LITERATURE.

WILLIAM AMOS ABRAMS,

(*Glen Alpine High School*),

A.B., A.M., Duke;  
ENGLISH.

WILBERT ARMONDE JENKINS,

(*Fellow in Biology, Cornell University*),

A.B., A.M., Duke; Cornell, 1929-30;  
ASSISTANT IN BIOLOGY.

WILLIAM LEROY MacGOWAN,

(*Head Department of Biology, Robert E. Lee Senior High School,  
Jacksonville, Fla.*),

A.B., Harvard University;  
ASSISTANT IN BIOLOGY.

ISABEL MARTIN,

(*East Tennessee Teachers College*),

A.B., Duke;  
EDUCATION AND DRAWING.

ROSA WARREN MYERS,

Southern Conservatory of Music; American Conservatory of Music;  
PUBLIC SCHOOL MUSIC.

ELMER WILLIAMS SYDNOR,

(*Carson-Newman College*),

A.B., The University of Richmond; A.M., Columbia University;  
Duke University, 1929-30;

ENGLISH.

#### BUSINESS MANAGER

JAMES R. BOYD,

Waynesville, North Carolina.

#### CALENDAR

The Junaluska Summer School, Inc., will open June 10 and will close July 19. Recitations will be held five days in the week, all Mondays except June 30 and July 14 being holidays. Friday, July 4, will be observed as Independence Day.

#### REGISTRATION

Saturday, June 7, is reserved for the registration of students from Haywood County. Tuesday, June 10, is registration day for all other students. This day, between the hours of 9 A.M. and 5 P.M., will be allowed for students to matriculate, select courses, and make arrangements concerning board and lodging. Regular classes will meet at 8:15, Wednesday morning, and recitation work will begin at once. Students are advised against late entrance since this very seriously affects school work as well as credits that may be obtained.

#### ADMISSION

All applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina State elementary will be accepted from teachers with two or more years of experience. Certificates of high school graduation and other credentials should be submitted to the Director at the time of registration.

#### COURSES OFFERED

Professional courses are offered for teachers in elementary schools, teachers of primary grades and of grammar grades, and teachers of high school subjects.

For qualified college students, including high school graduates who may wish to begin their college course in the summer instead of waiting until September, instruction will be offered in economics, education, English, Biblical literature, biology, history, Spanish, psychology, and sociology. Credit is allowed toward the A.B. degree at Duke University for these courses, and credit towards the A.M. degree is allowed for the course in field botany. Professional credit towards the raising or renewal of a North Carolina teacher's certificate will be allowed for the successful completion of courses in drawing and physical education.

### COURSE IN FIELD BOTANY

A special course in field botany will be offered to public school teachers of nature study, high school teachers of botany and biology, and to qualified college students. The course is unique in that it will consist of a careful survey of the plant life found in the mountains of western North Carolina. Frequent excursions and field trips will be made to Mount Mitchell, Mount Pisgah, the famous Pink Beds, and other sections abundant in unusual flora. A considerable amount of time will be spent in the new Great Smoky Mountain National Park area.

High school teachers and elementary school teachers of botany and related subjects will find ample opportunity for extensive study in this attractive field with either undergraduate or graduate credit.

### ROOM AND BOARD

The hotels and lodging places on the Southern Assembly Grounds at Lake Junaluska have guaranteed summer school students board and room at the special rate of \$10.00 per week, with bed-linen furnished. Room and board will be provided at the same rate in the Mission Building, the Summer School headquarters, for a limited number of early applicants. Further information relative to board and room may be obtained by addressing J. R. Boyd, Business Manager, Waynesville, North Carolina, or R. E. Nollner, The Southern Assembly, Lake Junaluska, N. C.

## FEES AND EXPENSES

Tuition charge for college students other than teachers is \$10.00. Teachers are exempt from tuition. The registration fee, paid by every student, is \$20.00. Expenses may therefore be estimated as follows:

Registration .....	\$20.00
Room and Board.....	60.00
Library and Recreation.....	2.00
	<hr/>
	\$82.00

To this should be added about \$5.00 for books and probably \$5.00 for miscellaneous expenses, besides the tuition charge for students other than teachers. A laboratory fee of \$2.50 will be charged students taking courses in biology.

# COURSES OF INSTRUCTION\*

## EDUCATION

**S2<sup>a</sup>. The American Elementary School.**—(a) The responsibility of the elementary school; (b) relation to the junior and senior high schools; (c) sociological objectives; (d) curriculum values; and (e) classification of elementary pupils. An attempt throughout the session to determine desirable conduct controls and personality outgrowths as a result of (1) the correct presentation of subject matter and (2) the provision of necessary school situations. *Daily, first period.*

MR. HONEYCUTT

**S2<sup>g</sup>. General Course in Methods.**—This course is intended for elementary teachers. It deals with the theory and practice of the teaching process. *Daily, first period.*

MISS MORGENTHALE

**S5<sup>a</sup>. Introduction to Educational Sociology.**—Principles of sociology necessary to an understanding of the school as a social institution; a consideration of such topics as social forces, social processes, and social problems; particular emphasis upon the study of the school as a coordinating and correlating agency in society. (Identical with Sociology S5<sup>a</sup>.) *Daily, second period.*

MR. CHILDS

**S6<sup>d</sup>. High School Administration and Supervision.**—Intended for principals and teachers. The principles of secondary education applied to the solution of practical problems of the high school. Special investigations, readings, and reports. *Daily, fourth period.*

MR. CHILDS

**S8<sup>b</sup>. Educational Tests and Measurements.**—Study of standardized tests and scales with emphasis on their service in the improvement of instruction. *Daily, second period.*

MR. McCALL

**S10<sup>b</sup>. General Methods for Secondary Schools.**—Class-room management and discipline; the teacher's use of the question; the project and how to organize it; the socialized recitation; supervised study; etc. *Daily, first period.*

MR. McCALL

**S14<sup>b</sup>. Psychology of Adolescence.**—Characteristics of children of junior- and senior-high school age; the change of most educational significance in this transition period. Intended for high school teachers. *Daily, fifth period.*

MR. CRANFORD

### NORTH CAROLINA "UNIFORM CURRICULA" FOR ELEMENTARY TEACHERS—SUMMER SCHOOL UNITS 3-5—SELECTED COURSES

**English 33X. English Composition.**—The most advanced course in English composition required of elementary teachers; emphasis upon the

\* All courses carry two semester-hours of college credit unless otherwise indicated.

power of the student to collect material and organize ideas and effectively express them in narration, description, and exposition; review of paragraphing, use of words, etc. *Daily, second period.* MR. ABRAMS

**Psychology 41X. Child Study.**—The development of the child in mental, moral and social nature; influence of heredity and environment; meaning of infancy; innate tendencies and capacities; etc. *Daily, first period.* MR. CRANFORD

**History 41X. American History.**—A survey of the colonial and revolutionary periods, followed by more intensive study of the early constitutional period. *Credit, 3 semester-hours. Daily, first and second periods.* MR. HOLTON

**Physiology 51X. Personal and School Hygiene.**—General, personal, and school hygiene; cause, transmission, and prevention of communicable diseases; more common defects of school children; etc. *Daily, third period.* MR. BLOMQUIST

**History 52X. American History (Continued).**—A continuation of 41X. The Jacksonian democracy, national expansion, sectional rivalry, railway extension, slavery, political problems, international relations, and the Civil War. Texts, readings, and reports. *Credit, 3 semester-hours. Daily, fourth and fifth periods.* MR. HOLTON

**Education 56P. Primary Numbers and Projects.**—The psychology of arithmetic; development of the number concept in the primary grades; place of drill; projects as a basis for formal number work. *Daily, fifth period.* MISS MORGENTHAUER

#### IRREGULAR UNIT IN BIOLOGY

(This unit should be taken immediately after Unit 4 or Unit 5.)

**Biology 41X (General Biology), 62X (Plants), 73X (Animals).**—An introductory course intended as a foundation for the study of psychology, physiology, botany, zoölogy, etc. The treatment of plants attempts two things: (1) through the study of types to acquaint the student with the morphology and physiology and reproduction in plants, from the one cell to seed plants, (2) through field work to acquaint the student with as much common and local flora as possible. This part of the course is intended to serve as a foundation for the teaching of nature study and elementary science. The treatment of the part of the course dealing with animals is similar in aim and method to the treatment of the part dealing with plants. *Daily, lecture fourth period; laboratory schedule to be arranged. Credit, 8 semester-hours, constituting a complete unit.* MR. JENKINS AND MR. MACGOWAN



## SUMMER SCHOOL UNITS 6-9—SELECTED COURSES

(Recommended for teachers holding the Elementary A certificate.)

**Education 67P. Primary Curriculum.**—The aims and objectives of education in the primary grades; subject matter and school activities necessary to obtain these aims and objectives; study of the State Course of Study; organization of the primary curriculum; the place of projects and child activities. A course for primary teachers. Grammar-grade teachers desiring a similar course should take 66G below. *Daily, fourth period.*  
MR. HONEYCUTT

**Education 66G. A Study of the Grammar Grade Curriculum.**—The aims and objectives of education in the intermediate and grammar grades, pupil activities and experiences for accomplishing these, organization of the grammar grade curriculum, etc. The North Carolina State Course of Study will be used in addition to a text-book on the elementary school curriculum. For teachers of the grammar grades. Primary teachers desiring similar work should elect 67P above. *Daily, third period.*  
MR. HONEYCUTT

**Geography 62P. Primary Geography and Nature Study.**—The function, aim, and place of geography and nature study in the primary curriculum. Consideration of such content as primitive life and occupations; observational effects of weather changes and climate on nature and life; certain physiographic changes and features which can be observed and appreciated; some acquaintance with the out-of-doors, common birds, butterflies, insects, animals, trees, flowers, etc.; methods of teaching such material. Use will be made of the State Course of Study, text-books in geography and nature study, and professional books on these subjects. *Daily, second period.*  
MISS MARTIN

**English 74P. Children's Literature.**—A critical study of literature for primary grades; types of literature; Mother Goose, nonsense and fairy tales, fables, myths, legends, nature stories, poetry, etc.; story telling, principles underlying and practice; bibliographies and use of the library. *Daily, first period.*  
MISS MARTIN

**Geography 72G. The Teaching of Geography.**—Type studies of North America, with major emphasis upon the United States, to bring out and illustrate the fundamental principles of good geography teaching. Observation work required. *Daily, first period.*  
MRS. GHOLSON

**Drawing 72P. Drawing for Primary Grades.**—This course considers the topics introduced in course 31X with special reference to the work of the primary grades. *Daily, fifth period. Professional credit only, half course.*  
MISS MARTIN

**Drawing 72G. Drawing for Grammar Grades.**—This course considers the topics introduced in course 31X with special reference to the work of the grammar grades. *Daily, fifth period. Professional credit only, half course.*  
MISS MARTIN



**Education 73P. History Material for Primary Grades.**—The aim of this course is to give the student a source of history material for primary grades, together with methods of presentation. Practice will be given in constructing and telling stories suitable for children from biographies, travel, etc. *Daily, third period.* MISS MORGENTHALER

**Psychology 82X. Educational Psychology.**—A study of original nature, individual differences, the learning process, and mental hygiene in their relation to teaching the elementary school subjects. *Daily, third period.* MR. CRANFORD

**Geography 83X. Types of Industry.**—Identical with Economics S15<sup>b</sup>. A study of the major industries in the United States; the economics of such industries as agriculture, mining, manufacturing, transportation, and banking emphasized. *Daily, fourth period.* MRS. GHOLSON

**Religious Education 91X. The Use of the Bible in Public Schools.**—A survey of the present situation in Religious Education as related to the public school system, followed by a discussion of various methods of religious instruction, closing with the presentation of practical examples of Biblical material suitable for public school use. *Daily, third period.* MR. MYERS

**Sociology 91X. Social Problems.**—An intensive study of several social problems; crime, pauperism, juvenile delinquency; child labor; feeble-mindedness; charities, race problem; immigration; Americanization. Relation of the school and teacher to these problems. *Daily, fifth period.* MR. MCCALL

**History 94X. Citizenship.**—A study of the organization, growth, and practical workings of national, state, and local government in the United States. The course is intended to serve as a background for the work of teachers of citizenship courses in the public schools. *Daily, second period.* MRS. GHOLSON

**English 96G. English Poetry.**—Identical with SL1. *Credit, 3 semester-hours. Daily, fourth and fifth periods.* MR. ABRAMS

**Music 92G. Musical Appreciation for Grammar Grades.**—This course will discuss such topics as the need for musical appreciation; sources of the enjoyment of music; rhythm, melody, song; correlation of music with other arts and common school subjects. *Daily, third period. Professional credit only, half course.* MRS. MYERS

## BIBLICAL LITERATURE

**S11. Leaders in Early Hebrew History.**—The study begins with Moses and continues through the period of the United Kingdom. *Daily, second period.* MR. MYERS

**S13. Leaders in Judaism.**—This course begins with the Exile and continues to the Roman period, considering the literature and principal characters. *Daily, fourth period.* MR. MYERS

(Students who have credit for Bible 1 at Duke University may enter S11, S13, or Religious Education 91X. Students who have not had Bible may be admitted by permission of the instructor to take these three courses as a substitute for Bible 1.)

## BIOLOGY

**S7<sup>a</sup>. Hygiene.**—Problems of community and personal hygiene with especial reference to teachers and schools. *Daily, third period.*

MR. BLOMQUIST

**S21. General Biology.**—Daily lectures, laboratory work, and quizzes. A content course for high school teachers as well as one of the science courses required for college graduation. *Lectures daily, fourth period. Credit, 8 semester-hours.* MR. JENKINS AND MR. MACGOWAN

**S25. Field Botany.**—The aim of this course is to present to the students a first-hand knowledge of plants in their native habitats. The field work will be done in the mountain areas of Western North Carolina and will include the Pisgah Forest and Smoky Mountain sections. The course will consist of practice in the identification of plants in the field and a study of their natural history and associations. Field trips daily, also lectures, readings, reports, etc. *Credit, 4 semester-hours for A.B. or A.M. degree. Hours to be arranged.* MR. BLOMQUIST

## ENGLISH

**SL1. English Poetry.**—The principles of English versification and general survey of English poetry. Identical with 96G of the "Uniform Curricula." *Credit, 3 semester-hours. Daily, fourth and fifth periods.*

MR. ABRAMS

**SC2<sup>a</sup>. English Composition.**—By means of instruction, frequent conference, and extensive writing of assignments this course undertakes to make the student familiar with the qualities of the best prose style. Open only to those who have credit for SC1<sup>a</sup> and SC1<sup>b</sup>, or its equivalent. *Daily, second period.*

MR. ABRAMS

**SC2<sup>b</sup>. English Composition.**—Continuation of SC2<sup>a</sup>; emphasis upon extensive writing in exposition and narration. When completed in combination with SC2<sup>a</sup>, this course completes required work in English composition. *Daily, first period.*

MR. ABRAMS

**SL2<sup>a</sup>. Prose Literature.**—Reading and study of selected works of the best writers of prose; lectures on the lives of the authors studied; the periods of literary history; origin and growth of the various types of prose literature, with emphasis upon the novel. *Credit, 3 semester-hours. Daily, fourth and fifth periods.*

MR. SYDNOR

**S3<sup>a</sup>. Shakespeare's Comedies.**—Intensive study of two of the comedies and careful reading of others. *Credit, 3 semester-hours. Second and third periods.* MR. HUNTER

**S4<sup>a</sup>. American Literature for Elementary Teachers.**—A selection from the American literature taught in the last three grades of grammar school, and a study of this material and its background. *Credit, 3 semester-hours. Daily, first and second periods.* MR. SYDNOR

**S104. The Development of the American Short Story.**—*Credit, 3 semester-hours. Fourth and fifth periods.* MR. HUNTER

## HISTORY

**S9<sup>a</sup>. American History to 1829.**—A survey of the Colonial and Revolutionary periods followed by more intensive study of the Constitutional period down to the beginning of Jackson's administration. A course designed to meet the needs of elementary teachers. *Credit, 3 semester-hours. Daily, first and second periods.* MR. HOLTON

**S9<sup>b</sup>. American History, 1830-1865.**—A study of national expansion, sectional rivalry, slavery, political parties, international relations, and the Civil War. Text, lectures, readings, and reports. *Credit, 3 semester-hours. Daily, fourth and fifth periods.* MR. HOLTON

## PSYCHOLOGY

**S14<sup>a</sup>. Child Psychology.**—The outstanding characteristics of children of the primary and grammar-school ages; their bodily growth and development and its sensitiveness to their environment; their characteristic ways of knowing, feeling, and acting; and the best methods and materials for stimulating and guiding development. Text-book, discussions, and exercises. *Daily, first period.* MR. CRANFORD

**S14<sup>b</sup>. Psychology of Adolescence.**—The characteristics of the youth of high school age that are of interest and importance to teachers of high school students. This course is intended primarily for them. Text-book, discussions, and exercises. *Daily, fifth period.* MR. CRANFORD

**S14<sup>c</sup>. General Psychology for Teachers.**—A survey of the principles of general psychology that are peculiarly applicable to the practical work of the teacher. *Daily, third period.* MR. CRANFORD

## SOCIOLOGY

**S5<sup>a</sup>. Introduction to Educational Sociology.**—A study of social forces, processes, and values as affecting education, and the interaction of school and community. *Daily, second period.* MR. CHILDS

**S5<sup>b</sup>. Social Problems.**—This course will concern itself with social principles and problems. It will make an intensive study of such problems as dependency, delinquency, and defectiveness; charities and corrections. *Daily, fifth period.* MR. MCCALL

## SPANISH

**S2<sup>a</sup>. Second-Year Spanish.**—Thorough review of grammar, with exercises in composition, conversation, and dictation. *Credit, 3 semester-hours. Daily, first and second periods.*

MR. DUNSTAN

**S2<sup>b</sup>. Second-Year Spanish.**—Reading and translation; exercises in conversation and dictation. *Credit, 3 semester-hours. Daily, second and third periods.*

MR. DUNSTAN

## RESERVATION IN ADVANCE

Students should enroll as promptly as possible. Application for reservation may be made by sending the enclosed application blank properly filled in to B. G. Childs, Director, Duke University, Durham, N. C. A part payment of \$5.00 on the registration fee should be enclosed with the application; checks should be made to J. R. Boyd, Business Manager.

*Announcement*

# JUNALUSKA SCHOOL OF RELIGION

LAKE JUNALUSKA, N. C.

## INSTRUCTORS

ELBERT RUSSELL, A.B., A.M., Ph.D.

*Dean of the School of Religion and Professor of Biblical Interpretation.*

DUKE UNIVERSITY.

WILLIAM CLAYTON BOWER, A.M.

*Professor of Religious Education,*

THE UNIVERSITY OF CHICAGO.

BENNETT HARVIE BRANSCOMB, A.B., B.A., M.A. (Oxon.),

*Professor of New Testament,*

DUKE UNIVERSITY.

SYLVANUS MILNE DUVALL, A.B., Ph.D.,

*Professor of Religious Education,*

SCARRITT COLLEGE

FRANKLIN SIMPSON HICKMAN, A.B., A.M., S.T.B., Ph.D.

*Professor of the Psychology of Religion and Homiletics,*

DUKE UNIVERSITY.

SAMUEL GUY INMAN, A.B., A.M., LL.D.,

*Executive Secretary Committee on Coöperation in Latin America,*

NEW YORK.

GILBERT THEODORE ROWE, A.B., D.D., Litt.D.

*Professor of Christian Doctrine,*

DUKE UNIVERSITY.

## CALENDAR: SCOPE OF WORK

The third session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from July 21 to August 30, 1930. It will be conducted under the joint management of Duke University and the General Sunday School Board with the coöperation of the Board of Missions and other boards of the Church. The purpose is to conduct a summer

school of religion which shall meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

There will be two classes of students, those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. and B.D. degrees and for the preliminary work toward the A.M. degree in the School of Religion.

The School is designed for pastors, church workers, missionaries, and students who desire to fit themselves the better for their work or to add credits looking toward the securing of university degrees.

### COURSES

Courses will be offered meeting five times a week with eighty-minute periods. Each course, satisfactorily completed, will receive a credit of three semester-hours in Duke University. Two such courses may be taken by each student. The courses offered are divided into two groups. The first group consists of courses for college undergraduates who are graduates of high schools and who desire credits looking toward the A.B. degree. The second group consists of courses for college graduates who desire credits looking toward the B.D. degree. These courses may also be taken by college undergraduates who have completed the junior year and are ranked as incoming seniors in college.

### GROUP I

#### FOR COLLEGE UNDERGRADUATES

**Course 1. The Teachings of Jesus.**—A study of Jesus' teaching in the light of the religious and ethical ideas of his day.

PROFESSOR BRANSCOMB

**Course 3. Old Testament History.**—A survey of the history of the Hebrews in its relation to contemporary oriental history, with special emphasis on the literature and religious institutions.

PROFESSOR RUSSELL

**Course 5. The Evangelical Movement as a Factor in Social Reconstruction in Latin America.**—Survey of present social and religious conditions, the church and the community, religious education program, literature problem, relations between national and foreign workers and between Protestants and Catholics, movements for coöperation and unity.

PROFESSOR INMAN



## GROUP II

FOR COLLEGE GRADUATES  
(AND FOR COLLEGE SENIORS)

**Course 2. The Religious Ideas of Paul.**—Religious and ethical teachings of the Apostle Paul and their significance for the life of today. Special attention is given to the religious and philosophic movements of Paul's day.  
PROFESSOR BRANSCOMB

**Course 4. The Social Teachings of the Old Testament.**—A survey of the social teachings of the Old Testament, with special reference to their value in modern life.  
PROFESSOR RUSSELL

**Course 6. Religious Education in the Modern Church.**—The educational function of the church; the objectives of religious education; the church organized for religious education; an adequate leadership; the content and method of religious education; religious education through social participation; the scientific method in religious education; religious education in its relationship to the total educational process; religious education and public education; religious education as a creative process.  
PROFESSOR BOWER

**Course 8. Practicum in Religious Education.**—The analysis of problems in teaching religion. The course will be based upon the practical experience of the members of the group in the actual conduct of religious education. The process as conducted will be analyzed and criticized. Changes in the direction of improvement will be projected in terms of practical steps to be undertaken. Each student is expected to undertake a specific project.  
PROFESSOR BOWER

**Course 10. Educational Psychology.**—Consideration will be given to the psychological basis of conduct; the nature of motive; the nature and laws of learning and especially to those phases of psychology which are of greatest significance for character formation and spiritual growth.  
PROFESSOR DUVAL

**Course 12. Introduction to the Science of Theology.**—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation.  
PROFESSOR ROWE.

**Course 14. Introduction to the Psychology of Religion.**—Study of the major factors of religious experience, together with the conditions bearing upon its genesis and growth.  
PROFESSOR HICKMAN

**Course 16. Sermon Construction.**—A study of problems in sermon construction and points of psychological contact between the preacher and his congregation. The class work will involve a critical analysis of selected sermons with written reports.  
PROFESSOR HICKMAN



**Course 18. Christianity and World Movements.**—A survey of present world movements building a better world: international political organization, including the League of Nations, World Court, Pan American Union, international law, arbitration; international social, labor, health and student movements; international missionary program, recent conferences at Jerusalem and Havana, relations between younger and older churches, opportunities for foreign service. PROFESSOR INMAN

#### ADDITIONAL INFORMATION

A general matriculation fee of \$5.00 is due at time of registration and a special fee of \$5.00 in each course for which the student registers.

Students are of course responsible for their own arrangements for board and room. Those desiring to engage room and board in the Sunday School Dormitory should write A. S. Dietrich, 810 Broadway, Nashville, Tennessee. Those desiring to room elsewhere should write to Ralph E. Nollner, Lake Junaluska, North Carolina.

All the sessions of the school will be held in the Sunday School Building at the west end of Lake Junaluska.

Academic matters will be in charge of the faculty of the School of Religion, Elbert Russell, Dean.

Those desiring further information concerning courses and conditions of work should address John Q. Schisler, General Sunday School Board, 810 Broadway, Nashville, Tennessee, or Paul N. Garber, Registrar, School of Religion, Duke University, Durham, North Carolina.





# BULLETIN OF DUKE UNIVERSITY

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Vol. 2

MARCH, 1930

No. 3

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## UNDERGRADUATE INSTRUCTION (Trinity College and the Woman's College)



1929-1930  
ANNOUNCEMENTS FOR 1930-1931

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PUBLISHED BY DUKE UNIVERSITY  
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE, AND OCTOBER  
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.  
UNDER ACT OF AUGUST 24, 1912

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## ANNUAL CATALOGUES AND BULLETINS

For general catalogue of Duke University apply to *The Secretary*, Duke University, Durham, N. C.

For catalogue on Undergraduate Instruction, apply to *The Secretary*, Duke University, Durham, N. C.

For catalogue on The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

For bulletin on The School of Religion, apply to *The School of Religion*, Duke University, Durham, N. C.

For bulletin on The Department of Engineering, apply to *The Secretary*, Duke University, Durham, N. C.

For bulletin on The Summer Schools, apply to *The Director of the Summer Schools*, Duke University, Durham, N. C.

For bulletin of The School of Medicine, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

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# DUKE UNIVERSITY



## UNDERGRADUATE INSTRUCTION

(Trinity College and the Woman's College)

1929-1930

ANNOUNCEMENTS FOR 1930-1931

DURHAM, NORTH CAROLINA

1930





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## UNIVERSITY CALENDAR

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1930

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|-------|-----------|---|
| June  | 7.        | Saturday—Registration of local students for Summer School, first term.  |
| June  | 9.        | Monday—Registration of students for Summer School, first term.  |
| June  | 10.       | Tuesday—Instruction begins for Summer School, first term.   |
| July  | 4.        | Friday—Independence Day—A holiday.  |
| July  | 18-19.    | Friday, Saturday—Final Examinations for Summer School, first term.  |
| July  | 21.       | Monday—Instruction begins for Summer School, second term.   |
| Aug.  | 27-28.    | Wednesday, Thursday—Final Examinations for Summer School, second term.  |
| Sept. | 17.       | Wednesday, 9 A.M.—Assembly for all Freshmen. Freshmen orientation program begins.   |
|       |           | 10 A.M.—Entrance examinations for students not admitted by certificate.   |
| Sept. | 20.       | Saturday, 4 P.M.—First regular faculty meeting of the academic year.  |
| Sept. | 22.       | Monday—Freshmen instruction begins.   |
| Sept. | 23.       | Tuesday—Registration and matriculation of new students with advanced standing.  |
| Sept. | 24.       | Wednesday—Formal opening of college. Registration of matriculated students.   |
| Sept. | 25.       | Thursday—Recitations for Sophomores, Juniors, and Seniors begin.  |
| Sept. | 25-26-27. | Thursday, 9 A.M. to 1 P.M., 2:30 P.M. to 4 P.M., Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students. |
| Nov.  | 11.       | Tuesday—Armistice Day—Part holiday—Public exercises.  |
| Nov.  | 19-22.    | Wednesday, Thursday, Friday, and Saturday—Mid-semester examinations.  |
| Nov.  | 27.       | Thursday—Thanksgiving Day—A holiday.  |
| Dec.  | 11.       | Thursday—Duke University Day—Not a holiday.   |
| Dec.  | 22.       | Monday, 1 P.M.—Christmas recess begins.   |

1931

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|------|-----|---|
| Jan. | 3.  | Saturday, 8:30 A.M.—Instruction is resumed. |
| Jan. | 21. | Wednesday—Mid-year examinations begin.      |

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|------|--------|--|
| Jan. | 31.    | Saturday—Last day for matriculation for second semester.   |
| Feb. | 2.     | Monday—Second semester begins.   |
| Feb. | 2.     | Monday—Last day for submitting subjects for graduating orations.   |
| Feb. | 23.    | Monday—A holiday—Civic Celebration in honor of Washington's birthday.  |
| Mar. | 25-28. | Wednesday, Thursday, Friday, and Saturday—Mid-semester examinations.   |
| Apr. | 1.     | Wednesday—Last day for submitting orations for Wiley Gray Contest.   |
| Apr. | 2.     | Thursday, 4 P.M.—Easter recess begins.   |
| Apr. | 7.     | Tuesday, 8:30 A.M.—Instruction is resumed.   |
| May  | 1.     | Friday—Last day for selection of courses for ensuing year.   |
| May  | 28.    | Thursday—Final examinations begin.   |
| June | 7.     | Sunday—President's address to graduating class.  |
| June | 8.     | Monday—Annual meeting of the Board of Trustees.  |
| June | 8.     | Monday—Annual meeting of the Alumni and Alumnae Councils.  |
| June | 8.     | Monday evening—Graduating orations.  |
| June | 9.     | Tuesday morning—Commencement sermon.   |
| June | 9.     | Tuesday—Alumni Day—Class Reunions.<br>Afternoon—Alumni Address—meeting of the Alumni Association.<br>Afternoon—Alumnae Address—meeting of the Alumnae Association. |
| June | 9.     | Tuesday evening—Reception in honor of the graduating class.  |
| June | 10.    | Wednesday morning—Commencement address; graduating exercises.  |
| June | 10.    | Wednesday afternoon at sunset—Lowering of the Flag by the graduating class.  |

# 1930

JANUARY	APRIL	JULY	OCTOBER
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MARCH	JUNE	SEPTEMBER	DECEMBER
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# 1931

JANUARY	APRIL	JULY	OCTOBER
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MARCH	JUNE	SEPTEMBER	DECEMBER
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‡ Absent on leave second semester, 1929-30.

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† Absent on leave first semester, 1929-30.

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LEWIS CHASE, A.B., A.M., Ph.D. <i>Professor of English</i>	Faculty Club
EDWARD RUTHERFORD GRAY, A.B., M.A. <i>Assistant Professor of Economics</i>	101 Faculty Apartments
CHRISTOPHER ROBERTS, B.S., A.M., Ph.D. <i>Assistant Professor of Economics</i>	101 Faculty Apartments
DENNIS CLAYTON TROTH, B.Ed., A.M., Ph.D. <i>Visiting Professor of Education</i>	111 Watts St.
CHARLES ABRAM ELLWOOD, Ph.B., Ph.D., LL.D. <i>Professor of Sociology</i>	
JUSTIN MILLER, A.B., J.D., LL.B. <i>Professor of Law</i>	
<hr/>	
FREDERICK EDWARD STEINHAUSER, A.B., A.M. <i>Instructor in Romance Languages</i>	1000 Lamond Ave.
DEAN MOXLEY ARNOLD, B.S., A.M. <i>Instructor in Mathematics</i>	116 Faculty Apartments
HERBERT JAMES HERRING, A.B., A.M. <i>Instructor in Debating</i>	Ambassador Apartments
ARCHIBALD CURRIE JORDAN, A.B., A.M. <i>Instructor in English</i>	Faculty Club
WILLIAM MAXWELL BLACKBURN, A.B., B.A. <i>Instructor in English</i>	303 Swift Ave.



LEWIS PATTON, A.B. <i>Instructor in English</i>	206 Swift Ave.
JOHN HERMAN SHIELDS, A.B., A.M. <i>Instructor in Accounting</i>	1007 W. Trinity Ave.
MARY HENDREN VANCE, A.B., A.M. <i>Instructor in English</i>	305 Faculty Apartments
*SHELBY THOMAS MCCLOY, A.B., M.A., B.A., B.Litt <i>Instructor in History</i>	909 N. Gregson St.
GEORGE MACKENDRICK GREGORY, A.B., A.M. <i>Instructor in English</i>	611 Watts St.
RUTH SLACK SMITH, A.B., A.M. <i>Instructor in Education</i>	Southgate Hall
LAMBERT ARMOUR SHEARS, A.B., A.M., Ph.D. <i>Instructor in German</i>	917 Green St.
JOHN TATE LANNING, A.B., A.M., Ph.D. <i>Instructor in History</i>	203 Faculty Apartments
CHARLES EUGENE WARD, A.B., A.M. <i>Instructor in English</i>	201 Faculty Apartments
RICHARD ANDERSON HARVILL, B.S., A.M. <i>Instructor in Economics</i>	923 Monmouth Ave.
BENJAMIN ULYSSES RATCHFORD, A.B., A.M. <i>Instructor in Economics</i>	113 Faculty Apartments
JOHN HENRY SAYLOR, A.B., A.M. <i>Instructor in Chemistry</i>	921 Fifth Ave.
WARREN CANDLER SLEDD, A.B., A.M. <i>Instructor in Latin</i>	Dormitory No. 1
VIVIAN MOIZE <i>Assistant in Physical Education</i>	107 Roxboro Road
WILLIS HARVEY BELL, B.S. <i>Instructor in Botany</i>	1007 W. Trinity Ave.
LENOX D. BAKER <i>Assistant Director of Physical Education</i>	Dormitory No. 1
FURMAN ANDERSON BRIDGERS, A.B., A.M. <i>Instructor in Romance Languages</i>	1104 Watts St.
DAVID WILLIAMS CARPENTER, A.B., M.A. <i>Instructor in Physics</i>	708 Buchanan Boulevard
JOHN WESLEY COOMBS <i>Assistant Director of Physical Education</i>	Dormitory No. 3

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\* Absent on leave, 1929-30.



FRANCIS GEORGE DRESSEL, B.S., M.S. <i>Instructor in Mathematics</i>	911 Monmouth Ave.
CHARLES ROY HAUSER, B.S., M.S., Ph.D. <i>Instructor in Chemistry</i>	6 Vance Apartments
CHARLTON CONEY JERNIGAN, A.B., A.M. <i>Instructor in Greek</i>	1002 Monmouth Ave.
LAWRENCE CALVIN LITTLE, A.B., A.M. <i>Instructor in Religious Education</i>	819 Sixth St.
ALAN KREBS MANCHESTER, A.B., A.M. <i>Instructor in History</i>	Dormitory No. 1
RAYMOND WILLARD ROOT, A.B., A.M. <i>Instructor in Zoölogy</i>	205 Watts St.
HAROLD A. SCHOMER, B.S., M.S. <i>Instructor in Botany</i>	918 Urban Ave.
BESSIE WHITTED SPENCE, A.B., A.M., B.D. <i>Instructor in Biblical Literature</i>	Hope Valley
HERBERT WILFRID SUGDEN, A.B., A.M. <i>Instructor in English</i>	201 Faculty Apartments
MARIE ANNE WHITE, A.B., A.M. <i>Instructor in English</i>	Hope Valley
ROBERT HILLIARD WOODY, Ph.B., A.M. <i>Instructor in History</i>	901 Sixth St.
JAMES NARDIN TRUESDALE, A.B., A.M. <i>Instructor in Greek</i>	

## UNIVERSITY FELLOWS

Ashburn, Karl Everett A.B., A.M. Texas Christian University	Economics	<i>Dormitory No. 1</i>
Brecher, Gerhard Karl Adolf Otto	Botany	<i>Dormitory No. 1</i>
Gymnasium, Dresden; University of Hamburg, Germany		
Doob, Leonard William A.B. Dartmouth College	Psychology	<i>Dormitory No. 1</i>
Fennell, Richard A. A.B. Birmingham-Southern College	Zoölogy	<i>Dormitory No. 1</i>
Ford, Grover Mancil B.S. Davidson College, M.S. Emory University	Chemistry	<i>Dormitory No. 1</i>
Hagan, Charles Banner A.B. Emory and Henry College, A.M. University of Virginia	Political Science	<i>Dormitory No. 1</i>
Jenkins, Sanford Swindell A.B., A.M. Duke University	Chemistry	<i>809 Second St.</i>
Mabry, William Alexander A.B., A.M. Duke University, A.M. Harvard University	History	<i>Dormitory No. 1</i>

Major, Charles Leslie	Education	<i>814 Sixth St.</i>
A.B., A.M. William and Mary College		
Metler, Alvin Velbert	Chemistry	<i>1120 W. Main St.</i>
B.S. Adrian College		
Pace, Donald Metcalf	Zoölogy	<i>Dormitory No. 1</i>
B.S. Susquehanna University, A.M. Duke University		
Parks, E. Taylor	History	<i>Dormitory No. 1</i>
A.B. Carson-Newman College, A.M. University of Tennessee		
Patterson, John Clarke	History	<i>Dormitory No. 1</i>
A.B., A.M. University of Texas		
Root, Raymond Willard	Zoölogy	<i>205 Watts St.</i>
A.B. Milton College, A.M. Duke University		
Sharkey, William Kenneth	Economics	<i>817 Second St.</i>
A.B. DePauw University, A.M. Brown University		
Smith, Culver Haywood	History	<i>Box 452, D. U.</i>
A.B. Duke University, A.M. Yale University		
Smith, Robert Sidney	Economics	<i>Box 754, D. U.</i>
A.B., A.M. Amherst College		
Stephens, Hubert Wesley	Physics	<i>Dormitory No. 1</i>
B.S. Illinois Wesleyan College		
Stokes, Ruth Wyckliffe	Mathematics	<i>12 Glenn Apts.</i>
B.A. Winthrop College, M.A. Vanderbilt University		
Sugden, Herbert Wilfred	English	<i>201 Faculty Apts.</i>
A.B. Harvard University, A.M. Duke University		
Sydnor, Elmer Williams	English	<i>1012 Gloria Ave.</i>
A.B. Richmond College, A.M. Columbia University		
Tipton, Samuel Ridley	Zoölogy	<i>Dormitory No. 1</i>
A.B. Mercer University		
Westerhof, Anthony Cornelius	Psychology	<i>Dormitory No. 1</i>
A.B. Calvin College, A.M. Duke University		

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### INDUSTRIAL RESEARCH FELLOWS

(Liggett and Myers Foundation)

Darkis, Frederick Randolph	Chemistry	<i>506 Buchanan Blvd.</i>
B.S., M.S., Ph.D. University of Maryland		
Hall, Joseph Alfred	Chemistry	<i>1118 N. Duke St.</i>
B.A., M.S. University of Wisconsin		
Jones, Edwin Patterson	Chemistry	<i>619 S. Duke St.</i>
A.B., A.M. Duke University, Ph.D. Yale University		

Powell, Gamaliel Wyatte Holmes	Chemistry	<i>1801 Lakewood Ave.</i>
B.S., M.S. Emory University		
Powell, Thomas Edward	Zoölogy	<i>Elon College, N. C.</i>
B.A. Elon College, M.A. University of North Carolina		

## GRADUATE ASSISTANTS

Anderson, Ewing	English	<i>Dormitory No. 1</i>
A.B. University of Florida, A.M. Duke University		
Basler, Roy Prentice	English	<i>214 Faculty Apts.</i>
A.B. Central College, Missouri		
Blake, Nelson Morehouse	History	<i>Dormitory No. 1</i>
A.B. George Washington College, A.M. Duke University		
Bolich, Lilian Harrison	Chemistry	<i>302 Faculty Apts.</i>
A.B. Hollins College, A.M., Ph.D. Columbia University		
Braswell, John William	English	<i>Dormitory No. 3</i>
A.B. Duke University		
Brewer, Anne Eliza	French	<i>Meredith College</i>
A.B. Meredith College, A.M. Columbia University		
Burch, James Charlie Horton	English	<i>316 N. Elizabeth St.</i>
A.B., A.M. Duke University		
Callihan, Alfred Dixon	Physics	<i>Dormitory No. 1</i>
A.B. Marshall College		
Chesley, Leon Carey	Zoölogy	<i>Dormitory No. 1</i>
B.S. Susquehanna University		
Clark, Thomas Dionysius	History	<i>119 Jarvis</i>
A.B. University of Mississippi, A.M. University of Kentucky		
Cox, Henry Miot	Mathematics	<i>Faculty Apts.</i>
B.S. Emory University		
Davidson, Elizabeth Huey	History	<i>12 Glenn Apts.</i>
B.S., M.S. University of Tennessee		
Elmore, Kelly Lee	Chemistry	<i>115 Faculty Apts.</i>
A.B. Duke University		
Gillaspie, Athey Graves	Chemistry	<i>Dormitory No. 1</i>
B.S. Lynchburg College		
Godard, James McFate	Education	<i>Dormitory No. 1</i>
A.B. Park College		
Jackson, David Kelly, Jr.	English	<i>Dormitory No. 1</i>
A.B. Duke University		
Little, Lawrence Calvin	Religion	<i>819 Sixth St.</i>
A.B. Davidson, A.M. Duke University		

McCulloch, Thomas Logan A.B. Whittier College	Psychology	<i>Dormitory No. 1</i>
McMillan, Montague A.B. Limestone College, A.M. George Washington College	English	<i>264 Faculty Apts.</i>
Pettigrew, Richard Campbell A.B. Furman University, A.M. University of North Carolina	English	<i>Dormitory No. 1</i>
Priepke, Rudolf Julius B.S. Elmhurst College	Chemistry	<i>Dormitory No. 1</i>
Schallert, Dorothy Amaryllys A.B., A.M. Duke University	Zoölogy	<i>606 Buchanan Blvd.</i>
Seay, Hibernia A.B. Randolph-Macon College	French	<i>702 Buchanan Blvd.</i>
Simpson, William Hays A.B. Tusculum College, A.M. Duke University	Political Science	<i>Dormitory No. 1</i>
Snuggs, Henry Lawrence A.B. Wake Forest College, A.M. Duke University	English	<i>1018 Gloria Ave.</i>
Trentham, Shannon Otis B.S. Carson-Newman College	Botany	<i>814 Second St.</i>
Trueblood, Paul Graham A.B. Willamette College	English	<i>Dormitory No. 1</i>
Whitman, William Tate A.B. Duke University	Accounting	<i>Box 606, D. U.</i>
Williams, Harold Fish Ph.B. University of Wisconsin	Botany	<i>909 Gregson St.</i>

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### GRADUATE SCHOLARS

Balch, Clifford Perry A.B. Franklin and Marshall College	History	<i>Dormitory No. 1</i>
Chen, William Yuanlung A.B., A.M. Syracuse University	Psychology	<i>Dormitory No. 1</i>
deBruyne, Jacob Marinus Anton A.B. Duke University	Chemistry	<i>1023 Monmouth Ave.</i>
Dunkle, Margaret Robert A.B. Florida State College for Women	Latin	<i>702 Buchanan Blvd.</i>
Fry, Glenn Ansel A.B. Davidson College	Psychology	<i>Dormitory No. 1</i>
Gathings, James Anderson A.B. Furman University	Political Science	<i>Dormitory No. 1</i>
Gillock, Emmie May A.B. Mississippi State College for Women	Mathematics	<i>1030 W. Trinity Ave.</i>

Griffin, Mabel Jeannette A.B. Duke University	Mathematics	<i>1211 Carolina Ave.</i>
McCaskill, Leona Wilson A.B. Winthrop College	Latin	<i>806 Third St.</i>
McEwen, Noble Ralph A.B. Birmingham-Southern University	Education	<i>Dormitory No. 1</i>
Miller, Paul Jones, Jr. B.S. Mississippi A. & M. College	Political Science	<i>2306 Twelfth St.</i>
Pritchett, William Kendrick A.B. Davidson College	Greek	<i>Dormitory No. 1</i>
Underwood, Eugene Taylor A.B. Butler University	French	<i>Dormitory No. 1</i>

## GENERAL STATEMENT

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Duke University offers in Trinity College and the Woman's College two academic degrees for undergraduate work, bachelor of arts and bachelor of science in civil or electrical engineering. Six groups of studies lead to the degree of bachelor of arts. These groups are designated by Roman numerals in the order in which they are described. For a description of these groups see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Arts."

For a description of the groups of studies leading to the degree of bachelor of science see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Science in Civil or Electrical Engineering."

# ADMISSION TO COLLEGE

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## GENERAL REGULATIONS

Applicants able to submit certificates of proficiency in subjects accepted for admission to the freshman class from schools whose work has been approved by the University will be admitted without examination, provided these certificates are properly made out on the regular blank provided by the University, signed by the school principal, and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes. Unless admitted on certificate, every candidate for admission will be examined on the required subjects.

Entrance examinations for the admission of new students will be held on the dates announced in the calendar of the University. All students applying for admission must appear before the Committee on Admission on Wednesday, September 17, Wednesday, September 17, Thursday, September 18, Friday, September 19, and Saturday, September 20, will be devoted to the registration, sectioning, and classification of new students. The first part of this period is devoted to placement tests and to qualifying examinations in English, mathematics, and foreign languages for all Freshmen. Students whose certificates have not been accepted take entrance examinations at this time.

New students with advanced standing from other institutions are requested to appear before the Committee on Admission, Tuesday, September 23. Students who register and matriculate later than the dates named in the University calendar must pay the Treasurer five dollars for the privilege.

It is strongly recommended to parents and guardians that all applicants for admission to Duke University be successfully vaccinated against smallpox and typhoid fever before they enter.

## REQUIREMENTS FOR ADMISSION

The requirements for admission are defined in terms of units. A unit of credit is allowed for a subject of study pursued throughout an academic year at an accredited high school,



if the course has demanded five recitations a week and the prescribed amount of work has been satisfactorily completed. Credit for fifteen units is required for admission to all groups.

The subjects in which credit for admission to the University may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

UNITS		UNITS	
English .....	4	Botany .....	1
Latin .....	4	Zoölogy .....	1
Greek .....	3	General Biology .....	1
German .....	3	Physical Geography .....	1
French .....	3	General Science .....	1
Spanish .....	3	Agriculture .....	2
Mathematics .....	4	Mechanical Drawing .....	2
History and Civics .....	4	Woodwork, Forging, and	
Physics .....	1	Machine Work .....	2
Chemistry .....	1	Household Economics .....	2
		Commercial Subjects .....	3

Minimum entrance credits of three units in English, one in history, three in mathematics, and four in foreign languages (either all in Latin or two in each of any two of the foreign languages accepted for admission, including Latin) are required of all applicants for candidacy for the bachelor of arts degree. However, in case the fifteen units of credit for admission do not include the full requirements in foreign languages, the student is given an opportunity during his freshman year to make up the deficiency.

## DEFINITION OF REQUIREMENTS

### HISTORY—ONE UNIT

The candidate may offer for credit one unit from any of the following subjects. The examination will be based on material similar to that included in the books suggested. In lieu of the textbooks named, candidates may be examined on material contained in any of the courses in history and civics suggested for high schools by the North Carolina Department of Public Instruction.

#### (a) Ancient History (one unit).

Webster's *Ancient History*, West's *Ancient World*, Wolfson's *Essentials in Ancient History*.

- (b) Medieval and Modern History (one unit).  
Harding's *New Medieval and Modern History*, Robinson's *Western Europe*, West's *Modern World*.
- (c) English History (one unit).  
Cheyney's *Short History of England*, Coman and Kendall's *History of England*, Larson's *Short History of England*, Walker's *Essentials in English History*.
- (d) American History (one unit).  
Ashley's *American History*, Channing's *A Student's History of the United States*, Hart's *Essentials of American History*, James and Sanford's *American History*, McLaughlin's *History of the American Nation*, Muzzey's *American History*.

## ENGLISH—THREE UNITS

*Grammar and Composition*

The requirements in grammar and composition are a thorough knowledge of the essentials of English grammar, habitual correctness in spelling, punctuation, sentence structure, paragraphing, and ability to make unified and coherent outlines and to write accurately and clearly on familiar subjects.

*Literature*

The classics to be studied in preparation for college English are divided into two classes, those intended for thorough study and those intended for general reading. Preparation in the former class should cover subject-matter and the leading facts in those periods of English literary history to which the prescribed books belong; in the latter class it should consist of a general knowledge of the subject matter and of the lives of the authors. In exceptional cases an equivalent amount of reading and study in other than prescribed works will be accepted.

Special attention is called to the minimum essential program as printed in the *Manual of Study* issued by the North Carolina Department of Public Instruction.

## MATHEMATICS—THREE UNITS

1. *College Algebra*.
  - (a) To Quadratics (one unit).
  - (b) Quadratics to, and including, Progressions (one unit).
2. *Plane Geometry* (one unit).

## LATIN—TWO OR FOUR UNITS

1. *Grammar and Composition* (one unit).
2. *Four Books of Cæsar's Gallic Wars* (one unit).
3. *Six Orations of Cicero* (one unit).
4. *Six Books of Vergil's Æneid* (one unit).

The student must be able to convert simple English prose into Latin.

The Roman system of pronunciation is used exclusively in the Latin work of the college course, and applicants for admission are expected to be well drilled in it.

## GREEK—TWO UNITS

1. *Elementary Grammar and Composition* (one unit).
2. *Xenophon's Anabasis, Books I-IV* (one unit).

## FRENCH—TWO UNITS

During the first year the work should comprise: (1) Elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

During the second year the work should comprise: (1) a thorough review of the grammar work of the previous year and a study of the irregular verbs and of the uses of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose.

## GERMAN—TWO UNITS

During the first year the work should comprise: (1) Elementary grammar and at least 75 or 100 pages of approved reading; (2) elementary grammar completed and at least 150 to 200 pages of approved reading.

The second year's work should include the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) easy paraphrasing of parts of the texts read; (3) continued drill in the rudiments of grammar.

## SPANISH—TWO UNITS

The work for the first year should comprise: (1) Elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

During the second year the work should include: (1) a thorough review of the grammar-work of the previous year and a study of the irregular verbs and of the use of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose.

## ELECTIVE SUBJECTS FOR ENTRANCE CREDITS

A candidate may offer additional entrance credit from the following subjects:

## ENGLISH

Students who have completed four years of English in an approved school will receive credit for one unit in addition to the three units required for admission to the freshman class.

## HISTORY AND CIVICS

In addition to the unit required, a candidate may present credit from the subjects which he has not offered as required entrance in history or civics.

## GREEK

Homer's *Iliad*, I-III, with prosody and sight translation, may be offered as elective credit for one unit.

## LATIN

One or two units of work in any of the four subjects in Latin named above under the sub-topic, "Latin," under the topic, "Definition of Requirements," may be offered for elective credit. Students presenting two units of Latin as one of the foreign languages required for entrance may present an additional elective unit in Latin.

## FRENCH

A year's work in French done according to the method outlined on p. 30, may be offered for an elective credit of one unit. In addition to the two years of work in French, a student may present for an elective unit a third year's work done in an approved manner.

## GERMAN

A year's work in German done according to the methods outlined on p. 30, may be offered for an elective credit of one unit. In addition to the two years of work in German, a student may present for an elective unit a third year's work done in an approved manner.

## SPANISH

A year's work in Spanish done according to the methods outlined on p. 31, may be offered for an elective credit of one unit. In addition to the two years of work in Spanish, a student may present for an elective unit a third year's work done in an approved manner.

## MATHEMATICS

One-half unit credit each is allowed for Solid Geometry and Plane Trigonometry.

## PHYSICS

Credit for one elective unit will be allowed for a year's work in elementary physics consisting of (1) recitations based on such texts as Cahart and Chute's, *High School Physics*; Millikan and Gale's, *First Course in Physics*, or Mann and Twiss's, *Physics*, with adequate lecture-table experiments by the instructor; (2) at least thirty experiments worked out by students individually in the laboratory, of which a neat report is made in proper form (the number of experiments performed is not so important as the quality of work done); (3) lectures and recitations on the practical application of the principles studied to the community life and to the home.

## CHEMISTRY

A year's work in chemistry conducted according to the same method suggested for that in physics will be accepted for an elective unit of credit.

## BIOLOGY

An elective credit of one unit is allowed for a year's work in any of the following biological sciences:

*General Biology.*—One year of study by the laboratory method devoted to typical animals and plants, covering the facts of morphology and physiology. Such a text as Hunter's, *A Civic Biology*, is recommended. Candidates for admission must present satisfactory laboratory notebooks.

*Botany.*—A year of work based on such a text as Bergen and Caldwell's *High School Botany*. Candidates for admission must present satisfactory notebooks.

*Zoölogy.*—A year of work based upon such a text as Linville and Kelley's, *Introduction to Zoölogy*. Candidates for admission must present satisfactory notebooks.

## MECHANICAL DRAWING

Elective credits of two units may be offered in mechanical drawing. Each year's work must be satisfactory in both quantity and quality. Drawing-books or plates must be submitted by all candidates offering this subject.

## PHYSICAL GEOGRAPHY

The year's work in physical geography may be offered as one unit; it should be based on a modern text-book and should include an approved laboratory and field-course of at least forty exercises performed by the student.

## AGRICULTURE AND HOUSEHOLD ECONOMICS

Maximum elective credits of two units may be offered in either agriculture or household economics by graduates of approved schools in which the teaching in these subjects has met the requirements of the North Carolina Department of Public Instruction.

## WOODWORKING, FORGING, AND MACHINE WORK

Graduates of approved schools offering thorough courses for one or two years in woodwork, forging, and machine work will be given credit of one unit for each year of such work certified by the school authorities.



### COMMERCIAL SUBJECTS

Graduates of approved schools offering thorough instruction in such commercial subjects as bookkeeping, stenography, and commercial arithmetic, may offer these subjects for credit for admission. Not more than three elective units of credit will be allowed for commercial subjects.

### GENERAL SCIENCE

A full year's work in general science done in a high school of approved standing will be accepted for one unit of elective credit.

### SPECIAL STUDENTS

Students of mature age not fully prepared to enter the freshman class may be admitted as special students. Such students are required to pass the regular entrance examinations in the subjects they propose to take, and all are required to present for admission English, history, and mathematics. They are required also to take fifteen hours of recitation work a week.

### ACCREDITED SCHOOLS

A list of accredited schools is revised from year to year. An applicant for admission to the freshman class who brings from one of these schools a certificate of graduation properly made out and signed by the principal is given credit for the work certified and is admitted to college without examination. Blank forms for recording the work done will be sent on request. Every applicant for admission by certificate is advised to secure a blank, have it properly filled out, signed, and forwarded to the Committee on Admission as early as possible.

### ADMISSION TO ADVANCED STANDING

Applicants for admission to advanced standing in the University must present official certificates of all work done in other institutions of approved standing; otherwise they must stand written examinations on all work for which they are seeking credit. Further, a minimum of one full year in residence at Duke University with the satisfactory completion of at least thirty semester-hours of approved senior work is required of all candidates for the bachelor's degree.



## REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

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The requirements for the degree of bachelor of arts are designed to give students such training in certain fundamental subjects as is essential for intelligent, educated citizens and at the same time to provide for them the opportunity for as wide an election as possible of courses of study interesting and practically helpful to them because congenial to vocations they plan later to pursue. The requirements for the degree are reckoned in semester-hours, a semester-hour being credit given for passing a subject pursued one hour a week during a semester. Credit for one hundred and twenty-six semester-hours, exclusive of physical education, is required for the degree of bachelor of arts in all groups.

The faculty has arranged the six groups of studies given below for the guidance of students in electing the work required for graduation. A student is free to elect any group he may desire, but in each group there is a large amount of work prescribed that in the judgment of the faculty is necessary to prevent a too great scattering of the efforts of the student while giving him a well-balanced course and work likely to be of special value to him in his chosen vocation. Some of the work in each group is left entirely to the choice of the student. With the approval of the Dean of the College and of the Council on Instruction, a student may at any time transfer from one group to another. In case of such a transfer, any prescribed work done in one group that is not prescribed in the other shall count as general elective credit in the group to which the transfer is made, and the student transferring shall make up as soon as possible the work prescribed in the group he has chosen.

No student is allowed to enroll in any semester for more than the equivalent of nineteen semester-hours of work, exclusive of physical education. No course-card is valid until it has the approval of the Council on Instruction and of the Dean of the College. All students, when electing courses are urged to seek the advice of the members of the faculty in whose departments they expect to receive instruction.

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of arts in Duke University may be done in another institution of approved standing, and this course must first be approved for such credit by the head of the department concerned and by the Dean of the College.

# GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF ARTS

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## GROUP I

### GENERAL

This group is based on the traditional requirements for the degree of bachelor of arts. Students who elect it are required to take twelve semester-hours of English, including six of composition and six of literature; eighteen of foreign language, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language; sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics; six of history; and elective work sufficient to complete the one hundred and twenty-six semester-hours required for graduation. The eighteen semester-hours of foreign language required in this group must include two of the languages: Greek, Latin, French, German, and Spanish, and the two languages may not both be taken in the same department.

In addition to the seventy semester-hours of work already specified as required in this group, a student electing it is further required to take thirty semester-hours, (thirty-two semester-hours if an elementary science is one of the courses), in some subject chosen as a major and in other subjects specifically approved by the head of the department in which the major subject is chosen. A major may be chosen in any department in the University provided the head of the department approves it. The twenty-four or twenty-six semester-hours, as the case may be, required for graduation in addition to the seventy semester-hours of required work and the thirty or thirty-two semester-hours of major-minor work are left as free electives. A student may take as free electives any courses in which he is interested, provided he is qualified for admission to them.

The following arrangement of work is recommended to students in this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English .....	6	English .....	6
Mathematics .....	6	Foreign Language .....	6 or 12
Bible .....	0 or 6	Bible .....	6 or 0
Foreign Language .....	12 or 6	Science or History .....	8 or 6
History or Science .....	6 or 8	A required course in For-	
		eign Language, Science,	
	30 or 32	or Economics .....	6 or 8
<i>Junior Year</i>			30 or 32
Required courses in For-			
eign Language, Science,		<i>Senior Year</i>	
or Economics .....	6 or 14	Electives restricted only by	
Electives .....	24 or 18	the general requirements	
	30 or 32	for this group.	
			30 or 32

A student should observe the following points in arranging his work for the freshman and sophomore years in this group: (1) If he presents as many as three college entrance units in one foreign language, he has the option of continuing that language in college or of discontinuing it; if he presents only two units in any foreign language, he must continue that language in college unless granted permission to discontinue it by the Committee on Admission. He is not permitted to include more than one course of six semester-hours beginning the study of a language among the eighteen semester-hours of required language work, and that course must be followed by a second course in the same language. (2) The required work in language may not all be taken in the same department. (3) The six semester-hours of required work in Bible must be taken in either the freshman or sophomore year. (4) A student must take one of the required elementary sciences, biology, chemistry, or physics, in either the freshman or sophomore year and the second required science not later than the junior year. If he postpones his first natural science to the sophomore year, he may take history in the freshman year and must then take Economics 1 or Economics 102 in his junior year. If he takes natural science and no history in the freshman year, he must, in his sophomore year, take either history or economics and in the junior year the one not taken the year before.

## GROUP II

## BUSINESS ADMINISTRATION

This group is designed for students who enter college with the purpose of engaging in some form of business activity after graduation. The required work consists of twelve semester-hours of English, including six semester-hours of composition and six of literature; six of Bible; eight of biology, chemistry, or physics; six of history; six of mathematics; twelve of foreign language, of which not more than six semester-hours may be a course beginning the study of a language: forty-eight of economics and political science; and six of law. Twenty-two semester-hours are left for free electives.

The following arrangement of courses is authorized for students electing this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English .....	6	English .....	6
Foreign Language .....	6	Economics 1 .....	6
Mathematics .....	6	Accounting (Econ. 7) .....	6
Economics A .....	6	Foreign Language .....	6
Bible .....	6	History .....	6
or History (6)		or Bible (6)	
or Science (8)		or Science (8)	
	<hr/> 30 or 32		<hr/> 30 or 32
<i>Junior Year</i>		<i>Senior Year</i>	
Science or History .....	8 or 6	Law 1 .....	6
Economics 102 .....	6	Economics 203-235 .....	6
Economics 104-144, 105-158, and 106-168 .....	12	Economics 104-144, 105-158, and 106-168 .....	6
(Elect two year courses)		(Year course not elected junior year)	
Electives .....	6 or 8	Electives .....	12 or 14
	<hr/> 30 or 32		<hr/> 30 or 32

## GROUP III

## RELIGION

This group is designed for students who enter college with the purpose of adopting the ministry or other religious or social welfare work as a vocation after graduation. The required work consists of twelve semester-hours of English, including

six of composition and six of literature; eight of biology; eight of chemistry or physics; six of history, six of economics or political science; twelve of foreign language, of which not more than six may be a course beginning the study of a language; six of mathematics; six of Bible; six of psychology; six of philosophy; and twenty-four of work in the Department of Religion other than Bible 1-2. There are twenty-six semester-hours of free electives.

The following arrangement of courses is authorized for students electing this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English .....	6	English .....	6
Bible .....	6	Foreign Language .....	6
Foreign Language .....	6	Biology or History .....	8 or 6
Mathematics .....	6	*Economics and Political	
History or Biology .....	6 or 8	Science or Psychology ..	6
		Religion .....	6
	<hr/> 30 or 32		<hr/>
<i>Junior Year</i>		<i>Senior Year</i>	
			30 or 32
Religion .....	6	Religion .....	12
Psychology or Philosophy	6	†Philosophy or Psychology	6
Chemistry or Physics or		Electives .....	12 or 14
Economics (6) .....	8		<hr/>
Electives .....	14 or 12		30 or 32
	<hr/> 30 or 32		

#### GROUP IV

##### PRE-MEDICAL

This course is designed for students who expect to pursue the study of medicine after graduation from college. The required work consists of twelve semester-hours of English, including six of composition and six of literature; twelve of foreign language, provided the student pursues the study of French and German until he has completed the equivalent of French 3 and 4 and German 107-08; six of Bible; ten of physics; sixteen of chemistry, including eight of organic chemistry; eight of zoölogy, twenty-two additional of laboratory science;

\* Student may substitute here chemistry or physics if he is not electing biology.

† Unless an elective in the junior year has completed the required work in the departments of philosophy and psychology.



six of psychology; six of history or economics; six of mathematics; and twenty-four of free electives.

Those students who at the end of their first year of college work are recommended for good and sufficient reasons by their teachers of science and the Dean of the College as being capable of doing acceptable work in a medical school without completing the college requirements for graduation will be allowed to arrange a special course of studies that will prepare them to meet the minimum requirements of first-class medical schools by the end of their sophomore year. The tabulation of courses below is made with this possibility in view.

The School of Medicine will be opened October 1, 1930. Requirements for admission to the School are explained in a special bulletin which may be obtained from the Dean of the School of Medicine.

The following arrangement of courses is authorized for students electing this group. The student taking his A.B. degree in this group may postpone some of the work of the freshman and sophomore years until his last two years.

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English .....	6	English .....	6
Mathematics .....	6	Bible .....	6
French or German .....	6	Physics .....	10
Zoölogy .....	8	Chemistry 21 and 30 (or 151-152 if student is eligible) .....	8
Chemistry 1-2 .....	8	French or German .....	6
	—		—
	34		36
<i>Junior Year</i>		<i>Senior Year</i>	
Psychology .....	6	Laboratory sciences .....	13
History 9 and 91 or Economics 1 or Economics 102 .....	6	Electives .....	13
Laboratory sciences .....	9		—
Electives .....	9		26
	—		
	30		

## GROUP V

### TEACHING

This group is designed for four classes of students: (A) those who expect to teach in colleges or universities, or who for similar reasons expect to do advanced work in a graduate



school; (B) those who expect to teach in secondary schools; (C) those who expect to teach in elementary schools; and (D) those who expect to adopt as a vocation some form of public school administration. For each class a course of study is suggested below. All four classes are required to take the same general work as students in Group I, as follows: twelve semester-hours of English; eighteen of foreign language (except as specifically modified in the descriptions of Classes B, C, and D); sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics and government; and six of history.

Since transfer from Group I (General) to Group V (Teaching) is easy, students are advised not to enter Group V until satisfied that they expect to teach after graduation. It is especially difficult, however, for prospective high school teachers to transfer after their sophomore year.

#### CLASS A: COLLEGE TEACHING

Students in this class take the same freshman and sophomore work as students in Group I, except that they may take six semester-hours of education and psychology as sophomores. For foreign language work they need take only twelve semester-hours of French and German in college but must complete the equivalent of second-year college work in each. In addition to the sixty-four or seventy hours of work required, including the languages prescribed, each student must complete a major of at least twenty-four semester-hours of work in the subject the student expects to continue in graduate school, twelve semester-hours of work in subjects related to the major and approved by the department in which the major is selected; twelve semester-hours in education and psychology, or either, as a second minor, not including any secondary- or elementary-school methods; and sufficient free electives to complete the one hundred and twenty-six semester-hours of work required for graduation.

#### CLASS B: SECONDARY-SCHOOL TEACHING

Students who expect to teach in high schools should register in this group as early after their freshman year as possible, the work of that year being the same as for Group I. They have

the same general requirements as Group I, except that the eighteen semester-hours of foreign language, which must include two languages, may include as many as twelve semester-hours in courses beginning the study of a language. In addition to the seventy semester-hours of general required work, each student must take the following: twelve semester-hours of work in education, including three of educational psychology and three of secondary education; three semester-hours of general psychology; three semester-hours of directed observation and practice teaching; six semester-hours, three in each of two fields of high school teaching, in materials and methods; and subject-matter work in the two subjects he expects to teach sufficient to amount to the following minimum amounts in the different fields as follows, including any of the generally prescribed work of Group I; twenty-four semester-hours of English, for prospective teachers of English; twelve semester-hours of Latin, over and beyond the traditional four units of Latin accepted for college entrance, for prospective teachers of Latin; eighteen semester-hours of French, over and beyond the two units of French accepted for college entrance, for prospective teachers of French; eighteen semester-hours of history and six of political science and economics, for prospective teachers of history and the social sciences; thirty semester-hours of biology, chemistry, physics, and geography or geology, for prospective teachers of high school science; and fifteen semester-hours of mathematics, for prospective teachers of mathematics. A student may prepare to teach only one science, or any one subject in high school, by taking a major of twenty-four hours in that subject in addition to general required work in Class B, the required work in education and psychology and the specific required work in directed observation and materials and methods in the chosen subject. Since, however, most inexperienced teachers have to serve an apprenticeship in small high schools, where they must teach classes in more than one subject, students are advised to meet the suggestions of the North Carolina State Department of Public Instruction and prepare to teach in two subjects, according to the course previously outlined in this paragraph.

Students who expect to teach are warned to read carefully the certification rules of the state in which they plan to work

and to advise fully with the Dean's office before electing courses in subjects they are preparing to teach. They are advised also to be careful to take their professional courses in the order outlined by the University department of education, reserving for their senior year the materials and methods courses and the directed observation and practice course. General psychology should be taken in the sophomore or the junior year.

#### CLASS C: ELEMENTARY-SCHOOL TEACHING

Students in this class take the same freshman and sophomore work as students in Group I, except that they take one course in education each year, which may not, however, be substituted for English either year. General requirements are the same as in Class B. Six semester-hours of education each year, or a total of twenty-four semester-hours for the four years, take the place of the major described in Group I. By the permission of the Dean of the University, students in Class C may take as much as six semester-hours of additional elective work in education, exclusive of any work in general psychology. All students in the group are required to complete a minor of twelve semester-hours in some department other than education, and all must complete at least three semester-hours of general psychology. It is recommended, but not required, that students in this class complete at least six semester-hours in American history and government.

#### CLASS D: PUBLIC SCHOOL ADMINISTRATION

This class is planned for students who expect to become principals or superintendents of schools, or to engage in other forms of public school administration. All requirements are the same as for Class C, except that (1) methods courses may be taken in either the secondary or the elementary field, (2) the six semester-hours in American history and government are prescribed, and (3) the work in education must include six semester-hours of school administration and supervision.

#### GROUP VI

##### PRE-LEGAL

This group is designed for students who expect to study law. The required work in this group consists of twelve semester-hours of English, including six of composition and six

of literature; eighteen of two different foreign languages, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language; sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of mathematics; six of Bible; six of history; six of economics; six of psychology; eighteen additional semester-hours of history and twelve additional semester-hours of economics; and free electives to complete the one hundred twenty-six semester-hours required for graduation. With the consent of the Department of Engineering the student may substitute three semester-hours of drawing and three semester-hours of surveying for one of the required courses in natural science.

The following arrangement of courses is authorized for students electing this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English .....	6	English .....	6
Mathematics .....	6	Foreign Language .....	6
Foreign Language .....	6	Economics 1 .....	6
Bible .....	6	History 9, 91 .....	6
History 1-2 .....	6	Restricted elective .....	6 or 8
*Restricted elective .....	6 or 8		
			30 or 32
	36 or 38		
<i>Junior Year</i>		<i>Senior Year</i>	
		Economics 102 .....	6
Psychology .....	6	History 104 .....	6
Economics 104-144 .....	6	Electives .....	18 or 20
†Restricted elective .....	6 or 8		
Other electives .....	14 or 12		30 or 32
	30 or 32		

\* Within the restrictions of the general requirements of this group, the student may here choose: a foreign language course; or, biology, or chemistry, or physics; or, drawing and surveying.

† If the student prefers, he may postpone this restricted elective until the sophomore year.

‡ In case the student has already satisfied the general requirements of the group with regard to sciences and foreign languages, he may here substitute an elective.

# REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL OR ELECTRICAL ENGINEERING

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The studies for the degree of bachelor of science are designed for students who are preparing for civil or electrical engineering as a profession and lead to the degree of bachelor of science in civil engineering (B.S. in C.E.), or bachelor of science in electrical engineering (B.S. in E.E.).

Either of these degrees requires one hundred and thirty-eight semester-hours of work. Six semester-hours of electives must be taken in economics or political science. If a foreign language is elected it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

## GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL OR ELECTRICAL ENGINEERING GROUP I

### CIVIL ENGINEERING

#### *Freshman Year*

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
Chemistry 1 .....	4	Chemistry 2 .....	4
English .....	3	English .....	3
Mathematics 1, 2 .....	5	Mathematics 2, 5 .....	5
Bible 1 .....	3	Bible 2 .....	3
Drawing 1 .....	2	Drawing 2 .....	2
Physical Education .....	R	Physical Education .....	R
	<hr style="width: 100px; margin: 0 auto;"/> 17		<hr style="width: 100px; margin: 0 auto;"/> 17

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

#### *Sophomore Year*

English .....	3	English .....	3
Mathematics 25 .....	4	Mathematics 30 .....	4
Physics for Engineers .....	5	Physics for Engineers .....	5
Surveying 11 .....	2	Mechanics 6 .....	4
Descriptive Geometry 3 .....	2		
Physical Education .....	R	Physical Education .....	R
	<hr style="width: 100px; margin: 0 auto;"/> 16		<hr style="width: 100px; margin: 0 auto;"/> 16

*Junior Year*

Electrical Eng. 153 .....	3	Hydrology 122 .....	3
Hydraulics 107 .....	4	Strength of Materials 108 .....	3
Materials 109 .....	2	Curves and Earthwork 112 .....	3
Highways 115 .....	2	Surveying 114 .....	3
Electives .....	6	Electives .....	6
	<hr/>		<hr/>
	17		18

*Senior Year*

Water Supply 123 .....	2	Sewerage 124 .....	2
Structures 131 .....	3	Structures 132 .....	4
Reinforced Concrete 133 .....	3	Masonry 134 .....	3
Railroad Engineering 117 .....	3	Highways 116 .....	2
Electives .....	6	Electives .....	6
	<hr/>		<hr/>
	17		17

**GROUP II****ELECTRICAL ENGINEERING***Freshman Year*

FIRST SEMESTER		SECOND SEMESTER	
	S.H.		S.H.
Chemistry 1 .....	4	Chemistry 2 .....	4
English .....	3	English .....	3
Mathematics 1, 2 .....	5	Mathematics 2, 5 .....	5
Bible 1 .....	3	Bible 2 .....	3
Drawing 1 .....	2	Drawing 2 .....	2
Physical Education .....	R	Physical Education .....	R
	<hr/>		<hr/>
	17		17

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

*Sophomore Year*

English .....	3	English .....	3
Mathematics 25 .....	4	Mathematics 30 .....	4
Physics for Engineers .....	5	Physics for Engineers .....	5
Mechanism 81 .....	2	Mechanics 6 .....	4
Descriptive Geometry 3 .....	2		
Physical Education .....	R	Physical Education .....	R
	<hr/>		<hr/>
	16		16



*Junior Year*

Princ. of Elec. Eng. 151 .....	4	Princ. of Elec. Eng. 152 .....	4
Hydraulics 107 .....	4	Strength of Materials 8 .....	3
Differ. Equations .....	3	Elec. Measurements .....	3
Thermodynamics 183 .....	3	Thermodynamics 184 .....	3
Electives .....	3	Electives .....	3
	<hr/>		<hr/>
	17		16

*Senior Year*

Direct Currents 155 .....	3	Electrical Machinery 154 .....	6
Alternating Currents 157 .....	3	Electric Power Stations 158 ....	3
Elec. Transmission 5 .....	3	High Freq. Currents 162 .....	3
High Freq. Currents 161 .....	3		
Electives .....	6	Electives .....	6
	<hr/>		<hr/>
	18		18



## COURSES OF INSTRUCTION\*

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Note: *Courses primarily for freshmen and sophomores are numbered between 1 and 100, those primarily for juniors and seniors between 101 and 200, those primarily for seniors and graduates between 201 and 300. The amount of credit for each course is given in semester-hours following the description of the course.*

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### DEPARTMENT OF BIOLOGY

PROFESSORS CUNNINGHAM, BLOMQUIST, PEARSE,† WOLF, AND HALL, ASSISTANT PROFESSORS AVERY‡ AND HOPKINS, MR. BELL, MR. BRECHER, MR. TRENTHAM, MR. WILLIAMS, MR. CHESLEY, MR. FENNEL, MR. PACE, MR. ROOT, AND MR. TIPTON

#### BOTANY

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

#### FOR UNDERGRADUATES

**1. Introductory Botany.**—A general course dealing with plants. Two laboratory periods and two conference periods each week. **4 s.h.** STAFF

**2. Introductory Botany.**—A general course which may be taken as a continuation of Botany 1. Two laboratory periods and two conference periods each week. **4 s.h.** STAFF

**51. General Bacteriology.**—Laboratory and lectures. **4 s.h.**

MR. BLOMQUIST

**52. Local Flora.**—Practice in the identification and classification of plants. **3 s.h.** MR. BLOMQUIST

Prerequisites, Botany 1 and 2.

**101. Structure and Classification of Algae, Liverworts, and Mosses.**—Laboratory and lectures. **3 s.h.** MR. BLOMQUIST

Prerequisites, Botany 1 and 2.

**102. Structure and Classification of Ferns, Gymnosperms, and Angiosperms.**—Laboratory and lectures. **3 s. h.** MR. AVERY

Prerequisites, Botany 1 and 2.

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\* For information concerning admission of women undergraduates to these courses, see p. 128 f.

‡ Absent on leave, 1929-30.

† Absent on leave, 1930-31.

**111. Mycology.**—Structure and classification of fungi. Laboratory and lectures. **3 s.h.** MR. WOLF

Prerequisites, Botany 1 and 2.

**112. Diseases of Plants.**—Special reference to crop plants. Laboratory and lectures. **3 s.h.** MR. WOLF

Prerequisites, Botany 1 and 52.

**151. Plant Physiology.**—Laboratory and lectures. **4 s.h.**

Prerequisite, Botany 1.

MR. AVERY

[Not offered in 1930-31]

**152. Plant Anatomy.**—An introduction to general plant anatomy with some reference to cultivated plants. Laboratory and conferences. **3 s.h.**

Prerequisite, Botany 1.

MR. AVERY

#### FOR SENIORS AND GRADUATES

**201. Cytology.**—A study of the plant and animal cell. Laboratory, lectures, and conferences. **4 s.h.** MR. AVERY

Prerequisites, Botany 1 and Zoölogy 1-2 and one other course of intermediate grade.

[Not offered in 1930-31]

**202. Inheritance and Variation.**—A study of the principles of inheritance and variation in plants and animals. Lectures and conferences. **3 s.h.**

Prerequisites, Botany 1 and 2.

MR. BLOMQUIST

**225. Special Problem.**—Hours and credits to be arranged.

STAFF

#### ZOOLOGY

*Odd-numbered courses are offered in the first semester, even-numbered in the second.*

**1-2. General Zoölogy.**—First semester: An elementary survey of the animal kingdom, with particular reference to invertebrates. Second semester: General principles of vertebrate animal structures, functions, environmental relations, development of the individual and of the race, man's place in nature. **8 s.h.**

PROFESSORS PEARSE AND HALL, AND  
ASSISTANT PROFESSOR HOPKINS

**41. Elementary Comparative Anatomy.**—This course is a continuation of Course 1-2, and is recommended for pre-medical students. The laboratory work consists of the dissection and comparison of a number of types of vertebrates. **4 s.h.**

PROFESSOR CUNNINGHAM

Prerequisite, Zoölogy 1-2.

**44. Comparative Histology.**—The evolution of tissues. **4 s.h.**

ASSISTANT PROFESSOR HOPKINS

**152. Comparative Physiology.**—The primary functions of animals of all groups and a more detailed study of the physiological processes in mammals. **4 s.h.**

PROFESSOR HALL

Prerequisite, one year of Zoölogy.

**181. Animal Micrology.**—The technique of preparing normal sections of the various types of tissue. **4 s.h.** PROFESSOR CUNNINGHAM

**191. General Embryology.**—The fundamental principles of embryology, especially in the frog and the chick, with some work on the mammal. **4 s.h.** PROFESSOR CUNNINGHAM

**221. Entomology.**—The taxonomy, morphology, and physiology of insects, their theoretic and economic aspects. For students who have had at least one year of Zoölogy. *Offered in even years.* **4 s.h.** ASSISTANT PROFESSOR HOPKINS

**231. Protozoölogy.**—A study of the taxonomy, morphology, and physiology of unicellular organisms. For students who have had at least one year of Zoölogy. *Offered in alternate years.* **4 s.h.** ASSISTANT PROFESSOR HOPKINS

**261. Animal Parasites.**—A consideration of animal parasites with particular emphasis upon those infesting man. Of particular interest to students preparing for medicine or public health work. **4 s.h.** PROFESSOR PEARSE

Prerequisite, Zoölogy 1-2.

COURSES PRIMARILY FOR GRADUATES, BUT OPEN TO SENIORS  
WITH ADEQUATE TRAINING

**272. Ecology.**—Natural history of animals—relations to environment. Assigned readings, lectures, reports, conferences. For students who have had at least one year of Zoölogy. *Offered in odd years.* **2 s.h.** PROFESSOR PEARSE

**201. Animal Behavior.**—The development of mind in animals. Assigned readings, lectures, reports, conferences. *Offered in even years.* **2 s.h.** PROFESSOR PEARSE

**228. Endocrinology.**—This course includes the structure, physiology, and embryology of the endocrine glands. The work consists of lectures and reading assignments and reports. **2 s.h.** PROFESSOR CUNNINGHAM

**232. Advanced Protozoölogy.**—Lectures and conferences, on the recent developments in the field of Protozoölogy. In the laboratory an individual problem will be undertaken by each student. The prerequisites for the course are (1) a definite and feasible problem, and (2) the proper training for carrying out this problem. **4 s.h.** ASSISTANT PROFESSOR HOPKINS

**219-220. Research.**—Students who have had proper training may carry on research under the direction of members of the faculty. STAFF

**262. Advanced Parasitology.**—Lectures, conferences, and readings dealing with practical and theoretical matters relating to animal parasites. Laboratory work on special problems may be taken in connection with this course by registering for Course 219-220. *Offered in odd years.* **2 s.h.** PROFESSOR PEARSE

**274. Advanced Ecology.**—Readings, conferences, and reports; directed work in field or laboratory. *Offered in even years. 2 or more s.h.*

PROFESSOR PEARSE

**292. Experimental Embryology.**—Lectures, assigned readings, and reports. In the laboratory a study is made of the effects of environment on various forms of animals, including the frog, chick, and mammal. Students electing laboratory work in connection with this course should register for Zoölogy 219-220. **2 s.h.**

PROFESSOR CUNNINGHAM

[Not offered in 1930-31]

#### HYGIENE AND HEREDITY

**8. Hygiene.**—This course is open to students of all four years without preliminary requirements. The chief topics for discussion are: human anatomy and physiology; personal hygiene; nutrition; deficiency, bacterial, and protozoal diseases. **2 s.h.**

PROFESSOR McDUGAL, DR. PEARSE, AND DR. DAVISON

**107. Heredity and Eugenics.**—A non-technical presentation of the biological principles involved in heredity. This course does not give science credit. **3 s.h.**

PROFESSOR CUNNINGHAM

#### DEPARTMENT OF CHEMISTRY

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW, DR. HAUSER, DR. BOLICH, MR. SAYLOR, AND MESSRS. ELMORE, FORD, GILLESPIE, JENKINS, METLER, AND PRIEPKE

The courses in the department are planned with the following objects in view: (1) to give students taking chemistry as a required science a thorough knowledge of the elementary principles of the science by studying in the laboratory the more important elements and compounds which have industrial and domestic uses and by surveying briefly the chemical and economic significance of the more important industrial processes; (2) to make provision for the necessary chemical training of scientific and professional students by offering thorough, intensive work in analytical, organic, and physical chemistry; (3) to provide for those students specializing in chemistry as prospective chemists, teachers, or chemical engineers comprehensive training in higher courses, together with the opportunity to engage in investigations both of an industrial and of a pure-science nature and (for teachers) to do practice teaching.

A major in chemistry in Group I consists of twenty-four semester-hours distributed as follows: courses 21, 30, 151-152, 261-262, totaling twenty semester-hours, and four semester-hours chosen from the following courses: 231, 232, 240, 241, 253-254, 270, 215-216.

*Unless otherwise specified, odd-numbered courses are offered in the first semester, even-numbered in the second.*

**1-2. General Inorganic Chemistry.**—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. One lecture, two recitations, and three laboratory hours, throughout the year. **8 s.h.**

PROFESSOR WILSON WITH PROFESSOR GROSS, ASSISTANT PROFESSORS  
VOSBURGH AND BIGELOW, DR. HAUSER, DR. BOLICH, MR. SAYLOR,  
AND MESSRS. ELMORE, GILLESPIE, AND PRIEPKE

**41. Household Chemistry.**—A course dealing with materials used chiefly in the home. It is open to students who have passed Chemistry 1-2 or who have had elementary chemistry accepted for entrance credit. Two recitations and three laboratory hours. **3 s.h.** PROFESSOR WILSON

**21. Qualitative Analysis.**—A study of the reactions of acids, bases, and salts in solution as applied to the qualitative analysis of mixtures of inorganic compounds of the more familiar elements. Two lectures and six laboratory hours. Each laboratory section is limited to a maximum of 23 students. **4 s.h.** ASSISTANT PROFESSOR VOSBURGH, DR. HAUSER,

AND MESSRS. FORD AND METLER

Prerequisites, Chemistry 1-2 and college algebra.

**30. Quantitative Analysis.**—A number of representative analyses are carried out in the laboratory and the underlying theory is taken up in the lectures. Two lectures and six laboratory hours. Each laboratory section is limited to a maximum of 23 students. **4 s.h.**

ASSISTANT PROFESSOR VOSBURGH, DR. HAUSER,  
AND MESSRS. FORD AND METLER

Prerequisite, Chemistry 21. Analytic geometry and college physics are desirable but not required.

**151-152. Organic Chemistry.**—An introduction to the study of the compounds of carbon. Both the aliphatic and the aromatic series will be dealt with, and the lectures illustrated by selected laboratory experiments. Two lectures, one recitation and three laboratory hours, throughout the year. **8 s.h.** ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

Prerequisites, Chemistry 21 and 30 unless specifically excused by the Department.

**261-262. Physical and Electro Chemistry.**—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours throughout the year. **6 s.h.**

Prerequisites, Chemistry 30, 151-152, college physics, and college algebra. Calculus is desirable but is not required.



**215-216. Advanced Inorganic Chemistry.**—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Two recitations and three laboratory hours throughout the year. **6 s.h.**

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 1-2, 21, 30. Chemistry 261-262 and advanced physics are desirable.

**231. Advanced Quantitative Analysis.**—A continuation of Course 30, involving some of the more difficult analytical methods. One recitation and six laboratory hours. **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

Prerequisite, Chemistry 30. Chemistry 261-262 is desirable.

**232. Instrumental Analysis.**—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours for one semester. **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 30, 261-262, and 231. Laboratory physics is desirable.

**260. Colloid Chemistry.**—An introductory study of the colloidal state of matter. Two recitations and three laboratory hours for one semester. *Semester to be arranged with the Department.* **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 151-152 and 261-262. Calculus, Chemical Thermodynamics, and advanced physics are desirable.

**240. Food and Nutrition.**—This course naturally follows course 41 and may be taken by persons passing that course or those who have taken or are taking course 151-152. Two recitations and three laboratory hours. **3 s.h.**

PROFESSOR WILSON

**241. Physiological Chemistry.**—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Two recitations and six laboratory hours. **4 s.h.**

PROFESSOR WILSON

Prerequisites, Chemistry 30 and 151-152. Course 261-262 is desirable though not required.

**244. Metabolism.**—Open to students who have completed course 242 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without the lectures may be taken by students who have passed Chemistry 241. In this case only two semester-hours credit will be given. Two recitations and six laboratory hours. **4 s.h.**

PROFESSOR WILSON

**251-252. Intermediate Organic Chemistry.**—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 253-254 or research, and to meet the minor requirements of graduate students in other departments. Three recitations. **3 s.h.**

ASSISTANT PROFESSOR BIGELOW

**253-254. Advanced Organic Chemistry.**—A continuation of Chemistry 151-152, including discussion of the theories of organic chemistry. The laboratory work will include preparations of the more difficult type, requiring reference to the original literature. One lecture and nine laboratory hours. **8 s.h.**

ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

Prerequisites, Chemistry 151-152 or equivalent and a reading knowledge of German.

**256. Organic Analysis.**—The elements of organic qualitative and quantitative analysis, primarily for students taking organic research. Nine laboratory hours. *One semester to be arranged with the Department.* **3 s.h.**

ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

Prerequisite, Chemistry 151-152 or equivalent.

**280. Teaching of Chemistry.**—Members of this course spend from 3 to 6 hours a week in laboratory instruction, each having supervision of about 24 students. The members of the course also meet one hour a week for lecture, conference, or recitation. In addition to the above hours, they prepare the regular work of the course in which they are supervising, correct laboratory notebooks, and do the reference reading and study necessary for the conference hour. *One semester to be arranged with the Department.* **2 or 3 s.h.**

PROFESSOR WILSON

(The amount of credit depends on whether 3 or 6 hours are spent in the laboratory in addition to the conference hour.)

**271. Introduction to Research.**—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. **1 s.h.**

PROFESSORS GROSS AND WILSON, ASSISTANT

PROFESSORS VOSBURGH AND BIGELOW

**273-274. Research.**—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week, laboratory and conferences. **3 or 6 s.h.**

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS

VOSBURGH AND BIGELOW, AND DR. HAUSER

Students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to seniors who have had courses 30, 151-152, and 261-262.

**275-276. Seminar.**—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. One hour a week discussion. **2 s.h.**

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS

VOSBURGH AND BIGELOW, AND DR. HAUSER



## DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

PROFESSORS GLASSON, COTTON, HOOVER,\* WILSON, AND HAMILTON,\* ASSO-  
CIATE PROFESSOR RANKIN, ASSISTANT PROFESSORS LANDON, GRAY,  
ROBERTS, AND TOWE, AND MESSRS. SHIELDS, HARVILL, RATCH-  
FORD, SIMPSON, SMITH, ASHBURN, HAGAN, SHARKEY,  
AND WHITMAN

This department offers instruction in general economics, business administration, and political science. The general course in economics affords a survey of the whole field of economic thought and lays the foundation for specialized study in various branches of the subject. Advanced courses are offered in theoretical and applied economics.

A special group of studies is provided for candidates for the bachelor of arts degree who are definitely looking forward to a business career at the conclusion of their college course. This group is described as Group II in "Business Administration" in this catalogue. While Group II is mainly composed of liberal rather than technical studies, it gives opportunity in the junior and senior years for specialized study in such subjects as money and banking, public and corporation finance, investments, railroad and water transportation, marketing, insurance, industrial management, accounting, and business statistics.

In political science, the department offers courses which deal with the nature, origin, and functions of the state and which give detailed consideration to the political institutions of the United States, England, and other countries. Courses are also offered in political theory, international government and relations, state government, and city and county government.

*Unless otherwise specified, courses are offered throughout the year.*

## ECONOMICS AND BUSINESS ADMINISTRATION

## PRIMARILY FOR FRESHMEN

**A. Description of Modern Industry; Economic Geography.**—This course aims to furnish beginners with a background of information preparatory to the study of general economics. It is required of Freshmen in the Business Administration Group and is open to Freshmen in some of the other groups. **6 s.h.**

ASSISTANT PROFESSOR LANDON

## FOR SOPHOMORES AND JUNIORS

**1. Principles of Economics.**—This course must be taken by all students planning to elect further courses in economics and business administration. **6 s.h.**

PROFESSORS HOOVER AND HAMILTON, AND ASSISTANT  
PROFESSORS ROBERTS, GRAY, AND LANDON, AND  
MESSRS. HARVILL AND SMITH

## FOR JUNIORS

**115. Economic Geography; Teachers' Course.**—*This course is not open to students who have received credit for Economics A.* Recommended for

\* Absent on leave, 1929-30.

all students in Teaching Group, Class C. An introductory study of the relations existing between geographic conditions and the various types of activity by means of which man gains a living. An intensive study of North America. *First semester. 3 s.h.* ASSISTANT PROFESSOR LANDON

**116. Economic Geography and Industrial Organization.**—*This course is not open to students who have received credit for Economics A.* Recommended for all students in Teaching Group, Class C. An intensive study of major industries as affected by geographic environment. Prerequisite, course 115. *Second semester. 3 s.h.* ASSISTANT PROFESSOR LANDON

#### FOR JUNIORS AND SENIORS

[Note: The attention of students who are taking, or who propose to take, courses 104, 144, 105, 158 is called to Mathematics 21, "Mathematics of Investment." This course is recommended as an elective for Sophomores or Juniors.]

**104. Corporation Finance.**—A study of the growth of corporations, their organization and securities; methods of financing; problems connected with the management of capital and the distribution of earnings; the promotion and financing of corporate consolidations; corporate insolvency and reorganization. *First semester. 3 s.h.* MR. RATCHFORD  
Prerequisite, course 1.

**144. Investment and Speculation.**—The accumulation of capital. The different types of investment securities. Investment banking. The stock exchange and its functions. Taxation of investments. Analysis of investments. *Second semester. 3 s.h.* MR. RATCHFORD  
Prerequisite, course 1.

**105. Industrial Management and Business Forecasting.**—The general idea of costs and the different classes of costs. The business cycle and forecasting business conditions; the control of an industry in the business cycle. The Harvard Index of General Business Conditions and the Babson and Brookmire economic and statistical services are used and reported on by the students. *First semester. 3 s.h.* PROFESSOR COTTON

**158. Insurance.**—Introduction to actuarial science. A general course dealing with life, fire, health, and accident insurance; employer's liability; workmen's compensation; credit and automobile insurance; and also with bonding companies. Insurance accounting. This course is designed to give a knowledge of the chief principles and practices of insurance. A standard textbook is used. *Second semester. 3 s.h.*  
PROFESSOR COTTON

**106. Railway, Ocean, and Inland Waterway Transportation.**—History of the development of railways in the United States. Railway organization and finance; traffic management; federal and state regulation of railroads; the present status of the railroad problem. Inland water trans-

portation. Ocean transportation. Collateral reading and the preparation of term papers are required. **3 s.h.**  
 [Not offered in 1930-31] MR. HARVILL

**168. Marketing Problems.**—This course is designed to study the marketing of staple crops such as cotton and wheat. It also deals with the coöperative marketing of a variety of commodities. Particular attention is given to the marketing of the cotton crop. A study is made of the methods of trading and functions of the New York, New Orleans, and Liverpool Cotton Exchanges. Collateral reading and the preparation of term papers are required. **3 s.h.**  
 [Not offered in 1930-31] MR. HARVILL

#### FOR SENIORS AND GRADUATES

**203. Money and Banking.**—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. *First semester. 3 s.h.*

PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.

**235. Public Finance.**—This course deals with public expenditures, public revenues, public debts, and financial administration. *Second semester. 3 s.h.*

PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.

**237. American Federal Finance.**—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public debt administration, and budgetary procedure. *First semester. 3 s.h.*

ASSISTANT PROFESSOR GRAY

[By special permission, Seniors may substitute course 237 for course 235]

**238. Industrial and Financial History of the United States.**—The development of American industrial and financial institutions and their economic and ideological backgrounds. *Second semester. 3 s.h.*

ASSISTANT PROFESSOR GRAY

[By special permission, Seniors may substitute course 238 for course 203]

**239. Statistical Methods.**—Statistical analysis as a tool in investigation; its limitations, and the interpretation of statistical results. Methods especially applicable to economic data are given most attention. Two hours lecture and one laboratory period. *First semester. 3 s.h.*

[Not offered in 1930-31]

ASSISTANT PROFESSOR GRAY

**240. Statistical Analysis of Time Series.**—A study of so-called business "cycles" and "barometers" and the analysis of other periodic economic

phenomena. Prerequisite, course 239. Two hours lecture and one laboratory period. *Second semester. 3 s.h.*

[Not offered in 1930-31]

ASSISTANT PROFESSOR GRAY

**254. Trade Unionism and Labor Problems.**—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and the United States. The structure, methods, and policies of modern unions. *First semester. 3 s.h.*

PROFESSOR COTTON

[By special permission, Seniors may substitute course 254 for course 106]

**255. Industrial Relations.**—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Course 254 is a prerequisite for this course. *Second semester. 3 s.h.*

PROFESSOR COTTON

[By special permission, Seniors may substitute course 255 for course 168]

**265. International Trade.**—An analysis of the theoretical principles underlying international trade together with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England down to 1914. *First semester. 3 s.h.*

ASSISTANT PROFESSOR ROBERTS

**266. Foreign Trade and Recent Commercial Policy.**—A study of the influence on foreign trade of post-war protectionism, war debts, international capital movements, and inconvertible paper money. Practical problems in buying and selling abroad. Special attention given to Latin America. *Second semester. 3 s.h.*

ASSISTANT PROFESSOR ROBERTS

**214. Economic Systems.**—A study of alternative economic systems. In addition to an analysis of communism, anarchism and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. *First semester. 3 s.h.*

PROFESSOR HOOVER

**215. Economic Functions of the State.**—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. *Second semester. 3 s.h.*

PROFESSOR HOOVER

#### FOR GRADUATES AND SENIORS BY SPECIAL PERMISSION

**210. History of Political Economy.**—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. *6 s.h.*

ASSISTANT PROFESSOR ROBERTS

**212. Value and Distribution.**—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. **4 s.h.**

PROFESSOR HOOVER\* AND ASSISTANT PROFESSOR ROBERTS

**349. Research in Corporation Organization and Finance.**—Open to graduate students and, by special permission, to Seniors who have completed creditably courses 104 and 144. *Second semester.* **2 s.h.**

PROFESSOR GLASSON

#### ACCOUNTANCY AND BUSINESS LAW

##### FOR SOPHOMORES

**7. First-Year Accounting.**—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. **6 s.h.**

PROFESSOR COTTON AND MESSRS. SHIELDS AND WHITMAN

##### FOR JUNIORS AND SENIORS

**72. Second-Year Accounting.**—Advanced theory applied to the accounting process. Open to students who have completed Accounting 7. **6 s.h.**

MR. SHIELDS

[Students specializing in Accounting may substitute this course for courses 105 and 158]

##### FOR SENIORS

**173. Auditing.**—Theory and practice of balance sheet and detailed audits and special investigations. Students admitted to the course by permission of the instructor. *First semester.* **3 s.h.**

MR. SHIELDS

**174. C. P. A. Problems.**—Practical accounting problems, auditing, analysis and theory of accounts in preparation for the Certified Public Accountant examination. Students admitted to the course by permission of the instructor. *Second semester.* **3 s.h.**

MR. SHIELDS

**176. Income Tax Accounting.**—A study of federal and state income tax laws; problems in the preparation of tax returns and claims for refund. *First semester.* **3 s.h.**

MR. SHIELDS

**177. Modern Accounting Systems.**—Systems and the forms for recording data of basic manufacturing industries, banks, building and loan associations, estates, and municipalities. Special attention will be paid to budgetary accounting. *Second semester.* **3 s.h.**

MR. SHIELDS

**178. Business Law.**—The fundamental principles of law as applied to common business transactions. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corpor-

\* Absent on leave, 1929-30.



ations, and bankruptcy. Textbook: Bays, *Business Law*. Casebook: Bays, *Cases on Commercial Law*. Required of Seniors in the Business Administration group. 6 s.h. ASSISTANT PROFESSOR TOWE

## FOR SENIORS AND GRADUATES

**275. Advanced Industrial Accounting and Management.**—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost accounting is worked by each student during the course. 6 s.h. PROFESSOR COTTON

Courses 105 and 7 are ordinarily prerequisites for this course.

## POLITICAL SCIENCE

## FOR JUNIORS

**102. American Government and Politics.**—A brief preliminary study of political organization in general is followed by a more detailed study of the American political system. The subject matter includes the several departments of the national government, the structure and functions of state governments in the United States, and the political organization of smaller areas in America. 6 s.h.

PROFESSOR WILSON, ASSOCIATE PROFESSOR  
RANKIN, AND MR. SIMPSON

Course 102, which may be taken whether or not course 1 has been taken, is ordinarily prerequisite for any other course in political science; students who have not had this course or its equivalent, may be admitted to other courses in political science by approval of the individual instructors concerned.

## FOR SENIORS AND GRADUATES

**228. American Political Institutions.**—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. 3 s.h.

ASSOCIATE PROFESSOR RANKIN

[Not offered in 1930-31]

**225. American Political Parties and Practical Politics.**—A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. *First semester.* 3 s.h.

ASSOCIATE PROFESSOR RANKIN

**226. Parliamentary Government.**—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. *Second semester.* 3 s.h.

ASSOCIATE PROFESSOR RANKIN

**208. American Constitutional Law and Theory.**—Attention is given to leading constitutional principles of American government, as developed through judicial interpretation. Emphasis is placed upon problems of current importance. Lectures, reading of cases, assigned legal problems. *First semester.* 3 s.h.

PROFESSOR WILSON

**264. Railroad Regulation in the United States.**—A brief consideration of the general problem of governmental regulation of railroads is followed by a more intensive study of the powers and activities or regulatory bodies, state and federal. The latter part of the course deals with an analysis of the Transportation Act of 1920 and its administration up to the present time. *Second semester. 3 s.h.* PROFESSOR WILSON

**209. State Government in the United States.**—The subject-matter covers the historical development of government in the states of the Union, the present political organization, and relations between state and federal government. *First semester. 3 s.h.* ASSOCIATE PROFESSOR RANKIN

**294. City and County Government.**—A study of the general problems of city government in the United States and in Europe. The latter part of the course is devoted to a study of county government in the United States, with particular reference to North Carolina. *Second semester. 3 s.h.* ASSOCIATE PROFESSOR RANKIN

**223. Political Thought to the Seventeenth Century.**—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, special emphasis is placed upon the development of important concepts in political theory. *First semester. 3 s.h.*

PROFESSOR WILSON

[Not offered in 1930-31]

**224. Modern Political Theory.**—The political theories of Hobbes, Locke, Rousseau, Montesquieu, Harrington, Burke, and John Stuart Mill are studied with particular reference to their influence upon American political thought. The latter part of the course deals with socialism and the modern idea of the state. *Second semester. 3 s.h.* PROFESSOR WILSON

[Not offered in 1930-31]

**227. International Law and International Organization.**—Elements of international law and the application of principles through recent judicial interpretation and in international negotiations. Particular attention is given to the manner in which the law has been interpreted and applied by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. *6 s.h.*

PROFESSOR WILSON

## DEPARTMENT OF EDUCATION

PROFESSORS HOLTON, PROCTOR, AND CHILDS, VISITING PROFESSOR TROTH, ASSOCIATE PROFESSOR CARR, ASSISTANT PROFESSOR DIMMITT, AND MRS. SMITH, MR. MAJOR, MR. GODARD, MR. MCEWEN, MISS GRAY, AND MISS SOUTHERLAND

The purposes of the Department of Education are (1) to develop greater appreciation of the value of the school as an institution; (2) to impart a knowledge of educational principles and methods of teaching; (3) to acquaint the student with the status of elementary and secondary



education of the present day and to equip him for service in these fields as superintendent, supervisor, principal, or teacher; (4) to make a careful study of educational conditions and needs in North Carolina and in the South.

Courses in the department are designed for three groups of students: (1) students with teaching experience or others who have definitely chosen teaching as their life work; (2) Juniors and Seniors who desire to study the school as an outstanding social institution; and (3) teachers whose work will permit them to enroll in Saturday and afternoon classes.

Students who do not expect to teach but merely desire an understanding of the school as part of a liberal education are advised to elect such courses as 54 and 105 for their introductory work in the department and then to elect further work in accordance with their special interests. Students who expect to engage in the various phases of teaching should plan their courses in accordance with the general regulations for Group V as outlined in this catalogue, p. 41.

#### FOR FRESHMEN

**0. Orientation Course in Study and Study Habits.**—A course for freshmen whose high school and other records indicate the need of help in working out a satisfactory method of study. The factors of study, the use of text-books, note-taking from lectures and parallel readings, and applications of the factors of study to the daily problems of the student are among the matters considered. *Either semester. 3 s.h.*

PROFESSOR PROCTOR, ASSISTANT PROFESSOR DIMMITT,  
MESSRS. MAJOR AND GODARD

#### FOR FRESHMEN AND SOPHOMORES

**8. The Learning Process.**—A course in elementary educational psychology, required of all freshmen and sophomores entering Group V. *Either semester. 3 s.h.*

PROFESSOR CHILDS AND ASSISTANT PROFESSOR DIMMITT

#### FOR SOPHOMORES WHO HAVE HAD COURSE 8, AND FOR JUNIORS

**10. Introduction to Teaching.**—A survey of the work of the teacher intended to assist the pupil in choosing intelligently some field of teaching work for future specialization. Topics: qualification and training of teachers, nature and aims of education, nature and purpose of public school curricula, nature of subject-matter and its relation to pupil activity, modern classroom procedure in teaching. *Either semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR

#### FOR SOPHOMORES WHO HAVE HAD COURSE 10 AND FOR JUNIORS

**54. Introductory Course in the History of Education.**—A study of the types of educational systems and institutions evolved in western Europe and the United States as an introduction to current educational problems. *Either semester. 3 s.h.*

PROFESSOR HOLTON, VISITING PROFESSOR  
TROTH, AND MR. McEWEN

**105. Introduction to Educational Sociology.**—A study of social forces, processes, and values as affecting education, and the interaction of school and community. *Either semester. 3 s.h.*

PROFESSOR CHILDS AND MR. McEWEN

FOR JUNIORS

**103. School Organization and Administration for the Classroom Teacher.**—A study of the problems of school organization, control, and administration as they arise in the work of the classroom teacher. *Either semester. 3 s.h.*

VISITING PROFESSOR TROTH

**118. Child Psychology.**—A treatment of the outstanding characteristics of children of elementary school age, their bodily growth and development, their characteristic ways of knowing, feeling, and acting, and the best methods and materials for stimulating and guiding the instruction of such children. Prerequisite: six semester-hours of Education or Psychology. *Second semester. 3 s.h.*

PROFESSOR ———

FOR JUNIORS AND SENIORS

**102. Methods of Teaching and Presentation of Subject-Matter in the Primary School.**—A study of materials and methods in the mother-tongue, writing, and number in the primary grades. A minimum of fifteen laboratory periods of observation and practice-teaching. *First semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR AND MISS GRAY

**112. Methods of Teaching and Presentation of Subject-Matter in the Primary School.**—A study of materials and methods in the primary subjects other than language, reading, writing, and arithmetic. A minimum of fifteen laboratory periods of observation and practice-teaching. *Second semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR AND MISS GRAY

**107. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.**—A study of materials and methods in the language, reading, and arithmetic of the grammar grades. A minimum of fifteen laboratory periods of observation and practice-teaching. *First semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR AND MISS SOUTHERLAND

**117. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.**—A study of materials and methods in the grammar grade subjects other than language, reading, and arithmetic. A minimum of fifteen laboratory periods of observation and practice-teaching. *Second semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR AND MISS SOUTHERLAND

**106. Principles of Secondary Education.**—A study of the nature and scope of secondary education, emphasizing an introduction to the professional literature in the field. *Either semester. 3 s.h.*

PROFESSOR CHILDS

**108. Mental Tests and Applications.**—A study of the development of intelligence testing, the conception of general intelligence, and various recent applications of mental tests. **3 s.h.**

ASSISTANT PROFESSOR DIMMITT

[Not offered in 1930-31]

**109. Educational Measurements.**—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. **3 s.h.**

ASSISTANT PROFESSOR DIMMITT

[Not offered in 1930-31]

#### FOR SENIORS

**116. General Methods in the High School: Observation and Practice Teaching.**—A required course in Group V, Class B, open only to Seniors who have completed or are carrying course 106. *Either semester.* **3 s.h.**

VISITING PROFESSOR TROTH AND MR. McEWEN

**126. The Teaching of Physical Education.**—Identical with Physical Education 102. The course counts as half-credit in the Department of Education for students who have had or are carrying Education 106 or 116 or other approved course in secondary education. *Second semester.*

MISS GROUT

#### FOR SENIORS AND GRADUATES

**207. Technique of Teaching.**—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite: teaching experience or six semester-hours of work in materials and methods. *First semester.* **3 s.h.**

ASSOCIATE PROFESSOR CARR

**209. Statistical Methods Applied to Education.**—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. *Second semester.* **3 s.h.**

ASSISTANT PROFESSOR DIMMITT

**206. Psychological Principles of Secondary Education.**—A study of adolescence and the psychology of learning as applied to teaching the principal high school subjects. **3 s.h.**

PROFESSOR CHILDS AND VISITING PROFESSOR TROTH

[Not offered in 1930-31]

**200. Introduction to the Philosophy of Education.**—A consideration of fundamental concepts underlying educational theory. *First semester.* **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1930-31]

**212. The Curriculum and Materials of the Elementary Grades.**—A study of curriculum problems in the elementary school. *First semester.* **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1930-31]

**253. Legal Phases of School Administration.**—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. *Second semester. 3 s.h.* PROFESSOR HOLTON

**244. Studies in the Historical Development of Public School Administration.**—An advanced course devoted to the development of public school administration in the South, with especial reference to North Carolina as a type. *First semester. 3 s.h.* PROFESSOR HOLTON  
[Not offered in 1930-31]

**214. History of Education in the United States.**—A study of the development of the American public school and the interaction of higher education and the public school. *First semester. 3 s.h.* PROFESSOR HOLTON

**205. Sociological Foundations of the Secondary School Subjects.**—A consideration of the aims and objectives of secondary school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite: six semester-hours in education, including course 105. *First semester. 3 s.h.* PROFESSOR CHILDS

**215. Principles of Vocational Guidance.**—A study of the objectives and underlying principles of vocational education, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite: six semester-hours in educational sociology, preferably courses 105 and 205. *Second semester. 3 s.h.* PROFESSOR CHILDS  
[Not offered in 1930-31]

**174. The Social and Economic Position of Women.**—A course in vocational guidance for women that counts as a general elective, but not as part of either a major or minor in Education or toward a North Carolina state teacher's certificate. The purpose of the course is to give the historical background of the changing social and economic position of women, the contributions made by outstanding women, and the vocational opportunities open to women. *Second semester. 2 s.h.* MRS. SMITH

**225. Rural Sociology.**—A study of rural life with emphasis upon the social and economic forces which apply to the life of the rural community. *Second semester. 3 s.h.* PROFESSOR CHILDS  
[Not offered in 1930-31]

**235. Principles of Vocational Education.**—A study of the social basis for vocational education; a brief review of the developments in the field up to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. *Second semester. 3 s.h.* PROFESSOR CHILDS

**213. Secondary School Organization and Administration.**—A study of the outstanding problems of secondary school organization and administration other than the problem of gradation and classification of pupils. *Second semester. 3 s.h.* PROFESSOR PROCTOR

**226. The Teaching of High School History.**—Identical with History 212. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *6 s.h.* ASSOCIATE PROFESSOR SHRYOCK

**246. The Teaching of Mathematics.**—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *Second semester. 3 s.h.* PROFESSOR RANKIN

**219. Experimental Education.**—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. *3 s.h.* PROFESSOR \_\_\_\_\_

[Not offered in 1930-31]

**222. Methods of Teaching and Supervising the Fundamental Subjects.**—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. *Second semester. 3 s.h.* ASSOCIATE PROFESSOR CARR

[Not offered in 1930-31]

**224. Current Problems in Public Education as Revealed Through School Surveys.**—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. *First semester. 3 s.h.* PROFESSOR HOLTON

[Not offered in 1930-31]

**254. History of Secondary Education in the United States.**—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. *First semester. 3 s.h.* PROFESSOR PROCTOR

[Not offered in 1930-31]

**228. Psychology of Learning.**—A study of different types of learning, the principles which underlie successful guidance of learning, methods and conditions of learning, individual differences, etc. Constant reference to experimental literature. *First semester. 3 s.h.*

ASSISTANT PROFESSOR DIMMITT

**222. Elementary School Supervision.**—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. *Second semester. 3 s.h.* ASSOCIATE PROFESSOR CARR



**233. Administrative Pupil Accounting.**—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. *First semester. 3 s.h.* PROFESSOR PROCTOR

**234. Recent Movements in American Education.**—An intensive study of educational thought and practice since 1900. *First semester. 3 s.h.*

PROFESSOR HOLTON

[Not offered in 1930-31]

#### FOR TEACHERS IN SERVICE AND FOR OTHER STUDENTS BY PERMISSION

Teachers are referred to such courses listed for Seniors and Graduates on this page and preceding pages, as may be scheduled for late afternoon hours and Saturday periods. Graduate teachers will find other courses in the graduate section of the annual catalogue and in the graduate bulletin. Undergraduate courses are offered when there is sufficient demand from teachers in the elementary schools.

### DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING

ASBURY BUILDING

PROFESSORS BIRD, HALL, AND MR. ———

*With the exception of course 10, odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

#### DRAWING

**1-2. Engineering Drawing.**—Orthographic projection, lettering, pictorial representation, intersections, and developments. **4 s.h.**

MESSRS. BIRD AND MR. ———

**3. Descriptive Geometry.**—Problems relating to point, line, plane, solid. Prerequisite, course 1-2. **2 s.h.**

MR. ———

#### MECHANICS

**6. Mechanics.**—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, momentum. Prerequisite, Mathematics 25. **4 s.h.**

MR. BIRD

**107. Hydraulics.**—Hydrostatics; flow of water through orifices, weirs, pipes, and open channels; general principles of water wheels and turbines. Prerequisite, course 6. **4 s.h.**

MR. HALL

**108. Strength of Materials.**—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses; etc. Prerequisite, course 6. **3 s.h.**

MR. BIRD

**109. Materials of Engineering.**—Study and testing of materials. One class and one three-hour laboratory period weekly. **2 s.h.** MR. BIRD

#### CIVIL ENGINEERING

**10. Plane Surveying.**—Exercise in use of chain, tape, compass, level, transit, and plane-table; surveys and resurveys. Eight hours a day, three weeks. *Summer school.* **3 s.h.** MESSRS. BIRD AND HALL  
[For fee for this course, see bulletin of the Summer School.]

**11. Plane Surveying.**—Care and adjustment of instruments, differential and profile leveling, use of sextant, transit surveys. Prerequisite, 10. **2 s.h.** MR. HALL

**112. Curves and Earthwork.**—Simple, compound, and easement curves, earthwork computations, and mass diagrams as applied to highway work; observations on Sun and polars for latitude, time, and azimuth. **3 s.h.** MR. HALL

**114. Advanced Surveying.**—Field work in connection with course 112. Slope staking, earthwork, simple and compound curves; determination of meridian by observations on Polaris and Sun. Concurrent with course 112. **3 s.h.** MR. HALL

**115. Highway Engineering.**—Location, construction, and maintenance of roads and pavements; dust prevention; road economics. **2 s.h.** MR. HALL

**116. Highway Engineering.**—Testing of cement, sand, stone, gravel, and bituminous materials. **2 s.h.** MR. HALL

**117. Railroad Engineering.**—Construction and maintenance of track and track-work, economics, operating conditions affecting location. **3 s.h.** MR. BIRD

**122. Hydrology.**—Factors affecting precipitation, evaporation from land and water surfaces, relation of precipitation to run-off, estimating run-off, floods and flood flows, applications of hydrology. Prerequisite, course 107. **3 s.h.** MR. HALL

**123. Public Water Supply.**—Quantity and quality of water required, hydraulics of wells, reservoirs, works for purification and distribution of water, tests and standards of purity of water for drinking purposes. Prerequisite, course 122. **2 s.h.** MR. HALL

**124. Sewerage.**—Sewerage systems, rainfall and storm water flow, size of storm and sanitary sewers, sewage disposal. Prerequisite, course 122. **2 s.h.** MR. HALL

**131. Steel Structures—Stresses.**—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges including sub-divided panels, wind bracing. Prerequisite, course 6. **3 s.h.** MR. BIRD



**132. Steel Structures—Design.**—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, courses 108, 131. 4 s.h. MR. BIRD

**133. Reinforced Concrete.**—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, course 108. 3 s.h. MR. BIRD

**134. Masonry Structures.**—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisites, courses 108, 133. 3 s.h. MR. BIRD

**240. Indeterminate Structures.**—Introductory course dealing with the application of theory of least work, deflection, and rotation to indeterminate stresses. Problems are solved analytically, graphically, and by deformer. Prerequisite, course 131. 3 s.h. MR. BIRD

#### MECHANICAL ENGINEERING

**81. Elements of Mechanism.**—A short course covering revolving and oscillating bodies, drives, transmissions, gears, gear trains, cams, linkages, and miscellaneous composite mechanisms. Prerequisite, Freshman Mathematics. 2 s.h. MR. ———

**182-184. Elementary Thermodynamics and Heat Engines.**—Introduction to the principles and applications of thermodynamics. A study of the properties of steam and the equipment for its generation and utilization, with some time spent on the internal-combustion engine. Inspection trips are made to neighboring power plants. Prerequisites, Physics 53-54, Mathematics 25, 30 (or concurrent). 6 s.h. MR. ———

#### DEPARTMENT OF ELECTRICAL ENGINEERING

##### ASBURY BUILDING

##### PROFESSORS SCHEALER AND SEELEY

**151-152. Principles of Electrical Engineering.**—An elementary course covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. Prerequisites, Physics 53-54, Mathematics 25, 30 (or concurrent). 8 s.h. MR. SEELEY

**153. Principles of Electrical Engineering.**—A short elementary course covering the principles of direct current and alternating current machinery, especially designed for students in civil engineering. Prerequisite, Physics 53-54. 3 s.h. MR. SCHEALER

**155. Principles of Electrical Engineering: Advanced Direct Current Machinery.**—A study of the principles which underlie the design and operation of all types of direct current machinery. Prerequisites, course 151-152, Mathematics 25, 30. 3 s.h. MR. SCHEALER

**157. Principles of Electrical Engineering: Advanced Alternating Currents.—**

The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course 151-152, Mathematics 25, 30. **3 s.h.**

MR. SCHEALER

**154. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—**The principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, parallel operation of alternators, polyphase and single phase induction motors, series and repulsion motors, synchronous converters, static transformers. Prerequisite, course 157. **6 s.h.**

MR. SCHEALER

**159. Electric Power Transmission.—**A course of lectures and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of transmission line problems. Concurrent with course 157. Prerequisite, course 151-152. **3 s.h.**

MR. SCHEALER

**156. Electric Railways.—**A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Prerequisites, courses 151-152, 155. **3 s.h.**

MR. SCHEALER

**161-162. High Frequency Alternating Currents.—**An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum tube circuits, wire and wireless telephone circuits. Prerequisite, Mathematics 231. **6 s.h.**

MR. SEELEY

**158. Electric Power Stations.—**A course of lectures and recitations pertaining to the design, construction and operation of electric power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; powdered fuel and stoker equipment; switchboards; instruments and protective devices; operation and management; visits to neighboring plants. Prerequisites, courses 151-152, 183-184. **3 s.h.**

MR. SCHEALER

## DEPARTMENT OF ENGLISH

PROFESSORS BROWN, GILBERT, WHITE, BAUM, HUBBELL, GREENE,\* AND CHASE,  
ASSOCIATE PROFESSOR MITCHELL, MESSRS. JORDAN, BLACKBURN,† PATTON,  
WARD, GREGORY, AND SUGDEN, MRS. VANCE, AND MRS. WHITE

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second.*

\* Absent on leave, 1929-1930.

† Absent on leave, 1930-31.

**1-2. English Composition and English Poetry.**—During the first semester the work of the course consists chiefly of composition; during the second term it is divided between the study of literature and writing. **6 s.h.**

ASSOCIATE PROFESSOR MITCHELL, MESSRS. JORDAN, BLACKBURN, PATTON, WARD, GREGORY, AND SUGDEN, AND MRS. VANCE

Students who receive a grade of 75 or more in the work of composition of both semesters and a grade of 75 or more in the work in literature are transferred on recommendation of their instructors to sections of English 5-6 for work in English during their sophomore year. Those whose grades in the work of composition of both semesters fall between 70 and 75 are transferred for work in English during their sophomore year to sections of English 3-4. Those students who do not earn a grade of 70 in composition during the first semester are required to continue the study of composition during the second semester; if they earn the passing grade of 70 or more in the work of composition at the end of the second semester, they receive credit for the first half-year of work, and during their sophomore year they do the work of the second semester of English 1-2. Students whose grades in the work of composition for both semesters fall below 70 must repeat the entire course during their second year.

**3-4. English Composition.**—A second course in composition for Sophomores. **6 s.h.**

MR. JORDAN

Students who are required to take English 3-4 may take English 5-6 as an elective.

**5-6. Prose Literature.**—This course consists of a reading and study of selected works of the best writers of prose. Lectures are given on the lives of the authors studied, the periods of literary history, and the origin and growth of the various types of prose literature. Special emphasis is placed upon the study of biography. **6 s.h.**

PROFESSOR GREENE, MESSRS. BLACKBURN AND PATTON, AND MRS. VANCE AND MRS. WHITE

English 5-6 or 3-4 is required of all Sophomores; English 5-6 is open as an elective to all undergraduates who do not take it as a required course. Sophomores who passed English 1-2 with recommendation to sections of English 5-6 may take 3-4 as their required English in their second year and carry English 5-6 as an elective. English 5-6 or its equivalent is required of all students who do their major work in English.

**101-102. Composition.**—This is a practical course for students who desire a greater mastery of and facility in the use of the language than they get from English 1-2 and 3-4. **6 s.h.**

PROFESSOR MITCHELL

A student may take English 101 only, but only in rare instances may a student enroll in English 102 without having had English 101. Students who wish to take the other courses in composition must have credit for at least 101. Students who wish to take this course must have made a grade of 75 or more in English 1-2, or they must have credit for English 1-2 and English 3-4. The number of students in this course is limited to thirty, and all must have the consent of the instructor.

**103-104. Composition.**—This course offers further study and practice in composition to those who have done especially good work in English 1-2 and in English 3-4. 6 s.h. PROFESSOR HUBBELL

Students who enroll for this course must have the consent of the instructor, and they should have credit for both English 101 and 102; however, a student may enroll for either semester of course 103-104 without having had English 102.

[Not offered in 1930-31]

**119. Stage Problems.**—This course deals with all phases of play-producing, lighting, scenery, costuming, directing, and similar problems. 3 s.h. PROFESSOR ———

[Not offered in 1930-31]

**120. History of the Theatre.**—This course deals with methods of play-production in the various historical periods of dramatic literature. 3 s.h. PROFESSOR ———

[Not offered in 1930-31]

**121. Play-Producing.**—This is a course in the actual presentation of plays. Attention is given to voice-cultivation, stage-business, and other problems. 3 s.h. PROFESSOR ———

[Not offered in 1930-31]

**122. Special Problems in Play-Production.**—This course continues the work of English 121. Emphasis is placed on the presentation of plays representative of the various periods of dramatic history. 3 s.h. PROFESSOR ———

[Not offered in 1930-31]

**123-124. Shakespeare.**—All of Shakespeare's plays are read; nine are studied critically in class. 6 s.h. PROFESSOR BROWN

**125-126. English Literature, 1798-1832.**—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. 6 s.h. MRS. WHITE

**127-128. English Literature, 1832-1900.**—This course consists of a study of the prose and poetry of the period, with special emphasis on the works of Tennyson and Browning. 6 s.h. PROFESSORS GREENE AND CHASE

**129-130. The History of the Novel in England.**—6 s.h. MRS. VANCE

**131. The Drama, 1770-1892.**—3 s.h. PROFESSOR HUBBELL

**132. The Drama, 1892-1928.**—3 s.h. PROFESSOR HUBBELL

**133. Contemporary Poetry and Verse-Writing.**—Beginning with a study of the elements and technique of poetry, this course proceeds to a general survey of twentieth-century poetry, giving special attention to the various modern forms and tendencies. 3 s.h. PROFESSOR WHITE

No student may enroll in this course without the consent of the instructor; only a small number can be admitted.

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\* Absent on leave, 1929-1930.

**134. Contemporary Poetry and Verse-Writing.**—The work of this course consists chiefly of the writing of verse by members of the class and of criticism of the manuscripts by the class. **3 s.h.** PROFESSOR WHITE

Prerequisite, English 133.

No student may enroll for this course without the consent of the instructor; only a small number can be admitted.

**135-136. Critical Study of Literary Masterpieces.**—The first semester is devoted mainly to the essay and related forms; the second, to other types, including narrative and lyric poetry, the novel, and the short-story. **6 s.h.**

PROFESSOR BAUM

**137-138. American Literature.**—This course consists of wide reading in American prose and poetry. **6 s.h.**

PROFESSOR HUBBELL

**201-202. Anglo-Saxon.**—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of *Beowulf*. **6 s.h.**

PROFESSOR BROWN

**203-204. Chaucer.**—**6 s.h.**

PROFESSOR BAUM

**205-206. Middle English.**—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language. **6 s.h.**

PROFESSOR BAUM

Students may elect English 205-206 without having studied either Anglo-Saxon or Middle English.

[Not offered in 1930-31]

**207-208. English Literature, 1400-1550.**—**6 s.h.**

PROFESSOR BAUM

**209-210. English Romances.**—This course consists of a rapid reading of the chief romances of the Middle English period. **6 s.h.**

PROFESSOR BAUM

[Not offered in 1930-31]

**211. English Literature, 1550-1625.**—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. **3 s.h.**

PROFESSOR GILBERT

**212. English Literature, 1625-1660.**—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. **3 s.h.**

PROFESSOR GILBERT

**213-214. The Ballad and Other Folk-Lore.**—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. **6 s.h.**

PROFESSOR BROWN



**215-216. The Drama of the Elizabethan Period.**—A study of the drama in England from its beginnings to 1640. **6 s.h.** PROFESSOR GILBERT

**217-218. Spenser and Milton.**—An exhaustive study of the works of Spenser and Milton. PROFESSOR GILBERT  
[Course 217 will be offered the second semester, 1930-31]

**219. English Literature, 1660-1744.**—**3 s.h.** PROFESSOR WHITE

**220. English Literature, 1744-1798.**—**3 s.h.** PROFESSOR WHITE

**221. The Drama in England, 1640-1770.**—**3 s.h.** PROFESSOR BAUM  
[Not offered in 1930-31]

**223-224. Studies in the Romantic Poets of the Early Nineteenth Century.**—This course considers in an exhaustive manner the works of some of the Romantic poets. **6 s.h.** PROFESSOR WHITE

**225-226. Studies in Victorian Literature.**—This course considers in an intensive way the works of some of the most important writers of the period. **6 s.h.** PROFESSORS GREENE AND CHASE

**227. Literary Criticism.**—A history of literary criticism to 1700. **3 s.h.** PROFESSOR GILBERT

**228. Literary Criticism.**—A history of literary criticism from 1700 to the present. **3 s.h.** PROFESSOR GILBERT

**229-230. American Literature.**—This course considers in an exhaustive manner the works of some of the American writers. **6 s.h.**

PROFESSOR HUBBELL

**231-232. The Teaching of Literature and Composition in the High School.**—This course is intended especially for those students who expect to teach in the high schools and for teachers in the city or county who desire instruction in the teaching of English. The work of the course includes consideration of methods and aims in the study of literature and the writing of English, the nature and values of the various kinds of literature, the planning of the high-school course, and the study of the most important English classics in the high school curriculum. **6 s.h.**

PROFESSOR GILBERT

This course is open also to teachers with experience.

[Not offered in 1930-31]

#### ARGUMENTATION AND PUBLIC SPEAKING

FOR SOPHOMORES, JUNIORS, AND SENIORS

**151. Public Speaking.**—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. **3 s.h.**

MR. HERRING



**152. Argumentation.**—A course dealing with the principles of argumentation and debating with special emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. **3 s.h.**

MR. HERRING

## DEPARTMENT OF GERMAN

PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER, ASSISTANT  
PROFESSOR WILSON, AND DR. SHEARS

The Department of German attempts in the courses offered below to meet the needs of two classes of students, those intending to make a systematic and prolonged study of the German language and literature and those wishing to acquire a ready reading knowledge of modern German prose. The opportunity to write a great many exercises and see them carefully corrected, to take frequent dictations in German, and to hear the language spoken a part of each recitation-hour in the elementary courses ought to enable the student to understand a connected lecture in

German 1-2 and 3-4 are prerequisites for course 109-110 and all subsequent courses.

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

### FOR ALL STUDENTS

**1-2. Elementary German.**—Pronunciation, grammar, and translation; dictation, easy prose, and poetry. **6 s.h.**

PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER,  
ASSISTANT PROFESSOR WILSON, AND DR. SHEARS

**3-4. Intermediate German.**—Grammar and composition; dictation; spoken German; reading of narrative and dramatic prose. **6 s.h.**

PROFESSOR KRUMMEL, ASSISTANT PROFESSOR  
WILSON, AND DR. SHEARS

### PRIMARILY FOR STUDENTS OF SCIENCE

**107-108. Scientific German.**—The translation and, as soon as possible, the reading without translation of modern scientific prose. **6 s.h.**

PROFESSOR WANNAMAKER

### PRIMARILY FOR JUNIORS

**109-110. German Prose Fiction.**—Origin and development of the German novel; reading and discussion of typical selections from representative authors of the various literary movements of the nineteenth century. Lectures and reports. **6 s.h.**

PROFESSOR KRUMMEL

**111-112. Introduction to the Classic Drama.**—Selected plays from Lessing, Schiller, Goethe, and Kleist. **6 s.h.** [Not offered in 1930-31]

ASSISTANT PROFESSOR WILSON

**113. Masterpieces of German Prose.**—Brilliant, powerful prose from such geniuses as Heine, Grillparzer, and Kleist. **3 s.h.**

ASSISTANT PROFESSOR WILSON

**114. German Lyrics and Ballads.**—A study of one of the richest fields of German literature. 3 s.h. ASSISTANT PROFESSOR WILSON

**115-116. German Drama of the Nineteenth Century.**—A study of the leading dramatists from Kleist to Hauptmann. Lectures, collateral reading, and reports. 6 s.h. PROFESSOR KRUMMEL

[Not offered in 1930-31]

#### FOR JUNIORS AND SENIORS

**117-118. Advanced Composition: Conversation.**—Grammar-review, oral and written composition in German. Recommended for those who are specializing in German. 6 s.h. PROFESSOR KRUMMEL

[Not offered in 1930-31]

**119-120. Great Epochs in German Literature.**—The great epochs in German literature studied through English translations. Lectures, discussions, and collateral reading. (No knowledge of German required.) 3 s.h. if taken in only one semester. 6 s.h. PROFESSOR VOLLMER

#### FOR SENIORS AND GRADUATES

**201-202. Goethe.**—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities. 6 s.h. PROFESSOR KRUMMEL

**203-204. Leibnitz to Romanticism.**—Eighteenth century German literature in its relation to contemporary European philosophy. Lectures, collateral reading. 6 s.h. PROFESSOR VOLLMER

**205-206. Middle High German.**—The language and literature of Germany's first classical period. Grammar and translation. First semester: Wright's *Middle High German Primer*, and *Der arme Heinrich*. Second semester: *Das Nibelungenlied*, *Tristan und Isolde*, or *Parzival*. 6 s.h. PROFESSOR VOLLMER

### DEPARTMENT OF GREEK

PROFESSOR PEPPLER, ASSISTANT PROFESSOR JOHNSON,\*  
AND MR. TRUESDALE

Courses 121-122, 141-142, and 131 are entirely in English and require no knowledge of the Greek language. The purpose in offering them is to give a wider circle of students some conception of the debt which modern civilization owes to the Greeks.

*Odd-numbered courses are offered in the first semester, even-numbered in the second semester.*

**1-2. Course for Beginners.**—6 s.h.  
Open to all students.

MR. TRUESDALE

\* During Dr. Johnson's absence in the first semester of 1929-1930 courses 1 and 3 were conducted by Mr. C. C. Jernigan.

**3-4. Xenophon.—*Anabasis*, Books I-IV. 6 s.h.**

ASSISTANT PROFESSOR JOHNSON

Open to students who offer one unit of Greek for admission and to those who have completed course 1-2.

**105-106. Homer.—*Iliad*, Books I-VI. 6 s.h.**

PROFESSOR PEPPLER

Open to students who offer two units of Greek for admission and to those who have completed courses 1-2 and 3-4 or their equivalent.

**107-108. Plato.—*Apology*, *Crito*, and selections, together with collateral reading in the *Memorabilia* of Xenophon and in the *Clouds* of Aristophanes. **Euripides.**—One play, to serve as an introduction to Greek tragedy. 6 s.h.**

PROFESSOR PEPPLER

Open to students who offer three units for admission and to others who have completed the required preliminary work.

**117-118. Greek Prose Composition.**—The character of this course is determined by the needs of the students who elect it. 2 s.h.

PROFESSOR PEPPLER

**121-122. Greek Literature in English Translations.**—The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. It is, however, open as an elective to all Juniors and Seniors, whether they know Greek or not. First, the *Iliad* and the *Odyssey* are read in translation and illustrated with stereopticon views of the excavations and discoveries at Troy and other cities of the Mycenaean age; then, many of the extant plays of the three great tragic poets are studied in English translations. 6 s.h.

PROFESSOR PEPPLER

The student may elect course 122, whether or not he has taken course 121.

**141-142. Greek Art.**—Illustrated lectures, study of the textbook, and other assigned reading. For the sake of historical perspective, a cursory account of art in the Stone Ages and in Egypt and Mesopotamia is given at the beginning of the course; then, some time is devoted to the art of prehistoric Greece. The principal objects of study are the sculpture and architecture of classic Greece. No knowledge of Greek is required. Open as an elective to Juniors and Seniors. 6 s.h.

ASSISTANT PROFESSOR JOHNSON

**Greek 131—Latin 132—Classical History.**—First semester: History of Greece with brief introduction dealing with Oriental nations. Second semester: History of Rome. May be counted for credit either as Greek or as Latin or as History. Required of Greek majors. 6 s.h.

PROFESSOR ANDERSON

## FOR SENIORS AND GRADUATES

**201-202. Greek Drama.**—Selected plays are read, and their dramatic construction and distinctive features are discussed. **6 s.h.**

PROFESSOR PEPPLER

**203-204. Homer.**—*Odyssey*. Pindar and Bacchylides. **6 s.h.**

PROFESSOR PEPPLER

**205-206. Greek Historians.**—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. **6 s.h.**

PROFESSOR PEPPLER

**207-208. Greek Orators.**—Selected speeches. **6 s.h.**

PROFESSOR PEPPLER

**243. Greek Archaeology.**—The topography and monuments of Athens are studied, and other matters supplementary to course 141-142 are presented. Course 243 is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Courses 105-106 (or the equivalent) and 141-142 are prerequisites. **3 s.h.**

ASSISTANT PROFESSOR JOHNSON

**244. Greek Epigraphy.**—The history of the alphabet is studied, and important inscriptions are read for their content. Prerequisite, Greek 107-108 or the equivalent. **3 s.h.**

ASSISTANT PROFESSOR JOHNSON

## DEPARTMENT OF HISTORY

PROFESSORS BOYD, LAPRADE, AND RIPPY, ASSOCIATE PROFESSORS SHRYOCK, CARROLL, AND BALDWIN, ASSISTANT PROFESSOR NELSON,† DR. LANNING, MESSRS. MCCLOY,\* MANCHESTER, AND WOODY

The courses in history are designed (1) to give a comprehensive survey of modern European and American history; (2) to provide for a more detailed study of certain phases of English, American, and Hispanic-American development; (3) to give some knowledge of the problems and resources of the general reader and the teacher of history.

Course 1-2 is a prerequisite for all other courses, and one course in addition is required of all who wish to elect course 204; courses 9 and 91 are prerequisite for courses 113, 114, 119, 120. Sophomores who took only one semester of course 1-2 in the freshman year may be admitted to courses 9 and 91 or 16 provided they made a grade of 85 or above on the semester taken. Courses offered for Seniors and Graduates are limited to twenty-five students; Juniors may not elect them without special permission from the department and the Council on Graduate Instruction.

*Courses are offered throughout the year unless otherwise specified.*

† Absent on leave, 1930-31.

\* Absent on leave, 1929-30.

## FOR FRESHMEN AND SOPHOMORES

**1-2. Modern and Contemporaneous Europe.**—In this course the development of modern Europe since the middle of the century is traced with special reference to the rise of nationality, the industrial revolution, scientific thought, domestic politics in the leading states, colonial expansion, diplomacy, and the World War. **6 s.h.**

ASSOCIATE PROFESSORS SHRYOCK, CARROLL, AND BALDWIN,  
ASSISTANT PROFESSOR NELSON, DR. LANNING,  
MESSRS. MCCLOY, MANCHESTER, AND WOODY

## PRIMARILY FOR SOPHOMORES AND JUNIORS

**9. Political and Social History of the United States to 1800.**—A general survey of the development of the United States in which effort is made to place the proper emphasis on underlying economic or other causes of political and social progress. Required readings in the *Yale Chronicles of America* with the presentation of book reviews and one research paper. *First semester. 3 s.h.* PROFESSOR RIPPY AND DR. LANNING

**91. Political and Social History of the United States, 1800 to 1860.**—This course completes the work begun in 9. *Second semester. 3 s.h.*

PROFESSOR RIPPY AND DR. LANNING

**16. The Development of Modern Europe.**—This course is designed as a guide to the study of the forces that have produced Europe as it is today, starting with the Renaissance and the Reformation. **6 s.h.**

ASSOCIATE PROFESSOR CARROLL

This course is not open to students who take course 101-102.

## FOR JUNIORS AND SENIORS

**101-102. Western European Civilization.**—This course is a study of the development in Western Europe of the familiar institutions and culture of modern society. **6 s.h.** ASSISTANT PROFESSOR NELSON

Sophomores who made an average grade of 85 or more on course 1-2 may also be admitted to this course. It is not open to those who have had or are taking course 16.

**113. History of the United States since 1860.**—A continuation of courses 9 and 91. The Civil War and its results, the evolution of reconstruction policies, cultural, political, and economic development since 1876, the World War, and post-bellum problems. *First semester. 3 s.h.*

DR. LANNING

Prerequisites, courses 9 and 91.

**114. History of the United States Foreign Policy.**—This course traces the history of American Diplomacy since 1789. *Second semester. 3 s.h.*

PROFESSOR RIPPY

Prerequisites, courses 9 and 91.



Greek 131—Latin 132—Classical History.—See Department of Latin and Roman Studies.

**119. Social and Economic History of the American People.**—Particular attention is given to the relationship between economic forces and such phases of social life as the family, morals and customs, immigration, crime and punishment, amusements, public opinion, and public health. **6 s.h.**

ASSOCIATE PROFESSOR SHRYOCK

Prerequisites, courses 9 and 91.

**120. The Church in American History.**—Among the subjects considered are the relation of theology and church government to political theory and practice, the social and political results of the Great Awakening and of ecclesiastical controversies, the part played by the Church in the American Revolution and in the making of state constitutions, in education, westward expansion, in the reform movements of the nineteenth century, labor controversies, the Civil and World Wars, and internationalism. **6 s.h.**

ASSOCIATE PROFESSOR BALDWIN

Prerequisites, courses 9 and 91.

**124. English History.**—A survey of transitions in the political institutions and social development from the Norman Conquest to the present. **6 s.h.**

PROFESSOR LAPRADE

#### FOR SENIORS AND GRADUATES

**203. The Union, Confederacy, and Reconstruction.**—The subjects considered are the rise of secession, the constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. *First semester.* **3 s.h.**

PROFESSOR BOYD

[Not offered in 1930-31]

**204. English Constitutional History.**—After a brief review of the Anglo-Saxon period, a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of the British government as it exists today. **6 s.h.**

PROFESSOR LAPRADE

[Not offered in 1930-31]

**210. Constitutional History of the United States, 1763 to 1860.**—Among the subjects considered are the issues and nature of the Revolution, the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. **6 s.h.**

PROFESSOR BOYD

[Not offered in 1930-31]



**212. The Teaching of History and Civics (Education 226).**—This course consists of informal discussions, based upon collateral reading and observation work of such topics as aims, tests for values, the social-studies curriculum, class-room procedure, course and lesson planning, etc. The class is limited in numbers to fifteen, admission being made only after consultation with the instructor, preferably during the preceding spring. Only such Seniors are admitted as are thinking seriously of teaching history in the high schools, who have taken at least eighteen hours of history in college, and who expect to qualify for a North Carolina Grade A teaching certificate. These qualifications, however, do not necessarily apply to graduate students, who may be admitted upon consultation with the instructor at the beginning of the fall term. **6 s.h.**

ASSOCIATE PROFESSOR SHRYOCK

**217. Europe since 1870.**—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. **6 s.h.**

ASSOCIATE PROFESSOR CARROLL

**218. The History of the European Proletariat.**—This course is concerned chiefly with the origins, expansion, and organization of the industrial working classes of Europe. The following problems are emphasized: the decline of serfdom, the growth of an urban working class and social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. **6 s. h.**

ASSOCIATE PROFESSOR CARROLL

[Not offered in 1930-31]

**222. Early Modern History.**—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. **6 s.h.**

ASSISTANT PROFESSOR NELSON

[Not offered in 1930-31]

**223. Medieval Institutions and Culture.**—A consideration of the classical heritage, the Germanic infusion, development of ecclesiastical, feudal, monarchical and communal institutions, relations of Church and State, the rise of universities, vernacular literatures, philosophy and art, in the period 300-1300 A.D. **6 s.h.**

ASSISTANT PROFESSOR NELSON

**230. The History of North Carolina.**—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. *Second semester.* **3 s.h.**

PROFESSOR BOYD

[Not offered in 1930-31]

**231. The Hispanic-American Republics.**—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. *First semester.* **3 s.h.**

PROFESSOR RIPPY

**232. The Hispanic Colonies of the New World.**—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. *Second semester.* **3 s.h.**

DR. LANNING

## DEPARTMENT OF LATIN AND ROMAN STUDIES

PROFESSORS ROSBOROUGH AND ANDERSON, ASSISTANT PROFESSOR GATES,  
AND MR. SLEDD

Students who present for entrance less than the four standard units of high school Latin may make up the deficiency by taking the requisite courses from Latin 1-2 and Latin 3-4. These courses are by no means designed to supplant the teaching of Latin in high school.

Major: a minimum of thirty semester-hours which must include Latin 11, 12, 13, 14, 15-16, 17-18, the balance to be chosen from courses numbered above 100 and including Greek 131, Latin 132. In a teaching major Latin 109 must be included. All Latin majors are strongly recommended to get at least an elementary knowledge of Greek.

*Odd-numbered courses are offered in the first semester and even-numbered courses in the second semester.*

FOR ALL STUDENTS, PRIMARILY FOR FRESHMEN AND SOPHOMORES

**1-2. Elementary Latin.**—Forms, constructions, vocabulary, English derivatives. Open to all students. Those who present only one unit of Latin for entrance must attend the course from the beginning, but will receive credit only for the second semester's work. Those who satisfy the entrance requirement in foreign language by presenting four units of languages other than Latin may count the course for college credit on completing Latin 3-4. **6 s.h.**

**3-4. Intermediate Latin.**—First semester: four orations of Cicero. Second semester: at least four book of Vergil's *Aeneid*. Prerequisite: two units of entrance Latin or Latin 1-2. Students presenting three units of Latin for entrance are strongly advised to attend the first semester, Latin 3, for review, but will receive only five semester-hours credit on completing Latin 4. **10 s.h.**

**11. Roman Comedy.**—At least three plays of Terence. Prerequisite: four units of entrance Latin or Latin 3-4. **3 s.h.**

PROFESSOR ANDERSON AND ASSISTANT PROFESSOR GATES

**12. Roman Lyric Poetry.**—The Odes and Epodes of Horace. **3 s.h.**

PROFESSOR ANDERSON AND ASSISTANT PROFESSOR GATES

**13. Catullus.**—Prerequisite: Latin 11 and 12 **3 s.h.**

PROFESSOR ROSBOROUGH

**14. Sallust and Tacitus.**—The *Agricola* and *Germania* of Tacitus with comparative study of the historical monograph as seen in the *Jugurtha* and *Catiline* of Sallust. 3 s.h. PROFESSOR ROSBOROUGH

**15-16. Latin Composition.**—Prerequisite or concurrent: Latin 11 and 12. One hour throughout the year. 2 s.h. PROFESSOR ROSBOROUGH

**17-18. Sight Reading in Mediaeval Latin.**—One period of one and one-half hours per week throughout the year. Prerequisite: Latin 11 and 12. Recommended to students of Medieval Institutions and Culture (History 223). No outside preparation required. 2 s.h. PROFESSOR ROSBOROUGH

#### FOR JUNIORS AND SENIORS

**101. Tacitus and Suetonius.**—  
[Not offered in 1930-31]

**102. Roman Satire.**—Horace and Juvenal.  
[Not offered in 1930-31]

**103. Roman Elegiac Poetry.**—Selections from Tibullus, Propertius, and Ovid.  
[May not be offered in 1930-31]

**104. Roman Philosophy.**—Lucretius: *De Rerum Natura*, selections from Books I, II, III, and V. 3 s.h.  
[May not be offered 1930-31]

**105. The Roman Epigram.**—Martial: the development of the epigram before him; his significance in the history of the epigram and for the age of Domitian; his influence traced down into the modern world. 3 s.h. PROFESSOR ROSBOROUGH

**106. Letters of Pliny the Younger.**—Study of the society and institutions of his time. 3 s.h. PROFESSOR ROSBOROUGH

**109. Materials and Methods.**—A study of Latin in the secondary school curriculum. Course for prospective teachers of high school Latin; required of Latin teaching majors. Prerequisite: eighteen approved semester-hours of college Latin including Latin 11, 12, 13, 14. 3 s.h. PROFESSOR ROSBOROUGH OR PROFESSOR ANDERSON

#### COURSES OF GENERAL INTEREST

**111-112. Latin Literature in English Translation.**—  
[Not offered in 1930-31]

**113-114. Roman Civilization.**—  
[Not offered in 1930-31]

**Greek 131—Latin 132—Classical History.**—First semester: History of Greece with a brief introduction on Oriental nations. Second semester: History of Rome. May be counted for credit either as Greek or as Latin or as History. **6 s.h.** PROFESSOR ANDERSON

**117-118. Introduction to Roman Archaeology and Art.**—  
[Not offered in 1930-31]

#### FOR SENIORS AND GRADUATES

**201. Roman Fiction.**—Petronius and Apuleius; the Milesian tale and its influence.  
[Not offered in 1930-31]

**202. Early Latin Christianity.**—Readings in Tacitus, Pliny, Minucius Felix, and the church fathers.  
[Not offered in 1930-31]

One of the two following year-courses 203-204 or 205-206 will be offered in 1930-31:

**203-204. Epic Poetry.**—Vergil and a study of the Greco-Roman epic as culminating in him. Throughout the year. **6 s.h.**  
ASSISTANT PROFESSOR GATES

**205-206. Roman Dramatic Literature.**—Select Comedies of Plautus and Terence; select Tragedies of Seneca. Rapid reading course. Throughout the year. **6 s.h.**  
ASSISTANT PROFESSOR GATES

**209-210. Vulgar Latin and Introduction to Romance Philology.**—Prerequisite: Latin 11 and 12 and not less than two years of college French or college Spanish. Throughout the year. **6 s.h.**

PROFESSOR ROSBOROUGH

For courses for Graduates see the announcement of the Graduate School.

#### DEPARTMENT OF MATHEMATICS

PROFESSORS FLOWERS, MARKHAM, RANKIN, AND ELLIOTT, ASSISTANT PROFESSORS PATTERSON, ROBISON, ALDRIDGE, HICKSON, AND MILES,  
MESSRS. ARNOLD AND DRESSSEL, AND ASSISTANTS

*Unless otherwise specified, odd-numbered courses are offered the first semester and even-numbered courses the second semester.*

**1. College Algebra.**—Each semester. **3 s.h.** STAFF

This course is required of all students. Students found deficient in elementary algebra may be required to review this before registering for course 1.

**2. Plane Trigonometry.**—Each semester. **3 s.h.** STAFF

Prerequisite, except by special permission of the department, course 1. Course 2 is required of all students.

**5. Plane Analytic Geometry.**—*Each semester. 3 s.h.*

STAFF

Prerequisite, course 2.

**10. Engineering Mathematics.**—This course, given for engineering freshmen, includes courses 1, 2, and 5. **10 s.h.**

STAFF

**16. Solid Geometry.**—Given second semester on sufficient demand. **3 s.h.**

STAFF

This course carries elective credit only.

**21. Mathematics of Investment.**—An elementary course dealing with simple and compound interest, annuities certain, amortization, sinking funds, depreciation, evaluation of bonds, and life insurance. **3 s.h.**

ASSISTANT PROFESSOR HICKSON

Prerequisites, courses 1 and 2.

**25. Differential Calculus.**—*Each semester. 4 s.h.*

STAFF

Prerequisite, course 5.

**30. Integral Calculus.**—*Each semester. 4 s.h.*

STAFF

Prerequisites, courses 5 and 25.

**201. History of Mathematics.**—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 30.

**204. Teaching of Mathematics.\***—This course is designed primarily for those who intend to teach high school and college mathematics. It deals with the recent changes in methods of studying mathematics. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 30.

**225. Theory of Equations and Determinants.**—**3 s.h.**

ASSISTANT PROFESSOR PATTERSON

Prerequisite, course 25.

**231. Differential Equations.**—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. **3 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 30.

**235. Modern Higher Algebra.**—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. *Either semester. 3 s.h.*

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 25.

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\* This course carries graduate credit only for students whose major subject is education.

**239-240. Advanced Calculus.**—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. **6 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 30.

**250. Modern Geometry.**—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high school geometry. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 25.

**255-256. Projective Geometry.**—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. **6 s.h.**

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 25.

**259-260. Analytic Geometry of Space.**—The usual topics treated in cartesian and homogeneous coördinates. An introduction to differential geometry is included. **6 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 25.

**275. Probability.**—Introductory course. Combinatory analysis, mean values, Bernoulli's theorem, the probability integral, statistics. **3 s.h.**

ASSISTANT PROFESSOR MILES

Prerequisite, course 30.

**276. Probability.**—Continuation of course 275. Geometrical probability, probability of causes, theory of errors, applications. **3 s.h.**

ASSISTANT PROFESSOR MILES

**280. Fourier's Series and Spherical Harmonics.**—The properties of Fourier's Series and spherical harmonics with application to problems of mathematical physics. *Either semester.* **3 s.h.**

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 30.

**284. Vector Analysis.**—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. **3 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 30.

## DEPARTMENT OF PHILOSOPHY

PROFESSORS CRANFORD AND ———, AND ASSISTANT PROFESSOR RHINE

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*



**101. Introduction to Philosophy.**—This course is intended to acquaint the students with the nature of philosophical problems and to show how they arise in the mind of the individual. Psychology 101, or its equivalent is a prerequisite for this course, except by special permission. Lectures, assigned readings with reports. **3 s.h.** PROFESSOR CRANFORD

**102. History of Philosophy.**—This course gives a general survey of the field of philosophy and considers the leading historical solutions of philosophical problems. Prerequisite, Psychology 101, or its equivalent. Text, lectures, assigned readings with reports. **3 s.h.** PROFESSOR CRANFORD

**106. Logic.**—A study of the fundamental principles underlying all reasoning, both deductive and inductive, and their application in scientific methods of thinking. Textbook, lectures, and assigned readings. **3 s.h.** PROFESSOR CRANFORD

**107. An Outline History of Science.**—A review of the origin and development of the modern sciences. A general history of scientific method, of the achievement by mankind of analytical and experimental ways of thinking. Two lectures and one discussion hour. **3 s.h.**

ASSISTANT PROFESSOR RHINE

**203. The Philosophy of Conduct.**—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbook. Text used: Everett's *The World of Values*. **3 s.h.** PROFESSOR CRANFORD

**204. Christian Ethics.**—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smythe's *Christian Ethics*. **3 s.h.**

PROFESSOR CRANFORD

**205-206. Idealism.**—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. Prerequisite, Philosophy 101 or 102. **6 s.h.**

PROFESSOR CRANFORD

**208. A Constructive Survey of Modern Science.**—An orientation course, designed to present a synthetic view of nature from the data of the modern sciences. It is aimed to be corrective of the tendencies toward over-specialization. Two lectures and one discussion hour. **6 s.h.**

ASSISTANT PROFESSOR RHINE

**109. History of Ancient Philosophy.**—A survey of reflection on the nature of man and his place in the world from Thales to Aquinas with emphasis on Plato. Lectures and reports. **3 s.h.** PROFESSOR ———

**110. History of Modern Philosophy.**—Continuation of the preceding, but may be elected separately. The development of philosophy from Bruno to Herbert Spencer, with Kant as the central figure. Lectures and reports. **3 s.h.** PROFESSOR ———

**111. Contemporary Philosophy.**—A general inspection of the main currents of present philosophical thought including the realism of Russell and Whitehead, the pragmatism of James and Dewey, and the neo-idealism of Croce and Gentile. Attention will be given to the relation of these schools to the idealism of Bradley and Bosanquet. Reading and discussion. **3 s.h.** PROFESSOR ———

**112. Recent Aesthetic.**—Study of the chief contemporary views of the nature of art, the intuitionism of Croce, formalism of the art critics, and expressionism of Bosanquet. Reading, analysis of examples, discussion. **3 s.h.** PROFESSOR ———

**213-214. Philosophy of the Seventeenth Century.**—The center of this course will be a detailed study of Spinoza's Ethics, but attention will be given to his contemporaries, Descartes and Leibniz, and to the contrast between the rationalism of these thinkers and the empiricism of the British philosophers, Locke, Berkeley, and Hume. Lectures and reports. **6 s.h.** PROFESSOR ———

**215-216. History of Aesthetic.**—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, the sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. **6 s.h.** PROFESSOR ———

## DEPARTMENT OF PHYSICS

PROFESSORS EDWARDS AND HATLEY, ASSISTANT PROFESSORS COLLINS AND NIELSEN, MR. CARPENTER, AND ASSISTANTS

The first course in physics deals largely with those fundamental facts and theories concerning the physical universe that are supposed to be of interest to every intelligent man, and the matter presented is within the comprehension of every college student.

The courses in physics after the first year are designed to meet the needs of three classes of students: (1) those desiring to specialize in physics with a view to work in teaching or investigation; (2) those intending to pursue the study of medicine, biology, or chemistry; (3) those looking forward to the study of engineering. The work of the first year is designed to lay a broad foundation for subsequent study.

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

**1-2. General Physics.**—This course stresses neither mathematical processes nor exact measurements. It traces historically and experimentally the development of great principles. The class is divided into four groups according to the ability of the students as judged by various tests. For the purpose of laboratory instruction, the entire class is divided into fifteen sections. Three hours recitation and two hours laboratory. 8 s.h.

PROFESSOR EDWARDS, MR. CARPENTER,  
AND ASSISTANTS

**51-52. Advanced General Physics.**—A course in general physics designed to prepare students for entrance to medical colleges. Three hours lecture and three hours laboratory. 8 s.h.

ASSISTANT PROFESSORS NEILSEN AND COLLINS

Prerequisite, course 1-2 or its equivalent.

**55-56. Teacher's Physics.**—This course is designed primarily for those intending to teach physics in secondary schools. Enough advanced theory is covered to give some perspective, but special emphasis is placed on a study of method, every-day application of principles, construction of apparatus, the mounting of classroom experiments, and on general laboratory technique. 6 s.h.

ASSISTANT PROFESSOR ———

Prerequisite, course 1-2 or its equivalent.

**5. Household Physics.**—A course designed primarily to meet the requirements in physics of students preparing to specialize in domestic science. The course is based on Whitman's *Physics of the Household*. 3 s.h.

ASSISTANT PROFESSOR ———

If less than ten students elect any one of the three preceding courses, it will not be offered.

**53-54. Physics for Engineers.**—A course in general physics which gives special emphasis to engineering problems. Open to Sophomores who have completed trigonometry. Four hours recitation and three hours laboratory. 10 s.h.

PROFESSOR HATLEY AND ASSISTANT PROFESSOR COLLINS

The following courses are arranged as undergraduate majors in physics. They require Physics 1-2, or its equivalent, as a prerequisite.

**151. Laboratory Physics.**—In this course students are taught methods of exact observation and measurement in mechanics, sound, and light. 1 to 3 s.h.

ASSISTANT PROFESSOR COLLINS

**152. Laboratory Physics.**—A continuation of course 151 into the fields of electricity and magnetism. 1 to 3 s.h.

ASSISTANT PROFESSOR NEILSEN

**153. Mechanics.**—This course covers in a thorough way the more advanced phases of mechanics, which do not require the use of the calculus. 3 s.h.

ASSISTANT PROFESSOR COLLINS

**154. Molecular Physics.**—A continuation of course 153 into the field of molecular physics. 3 s.h.

ASSISTANT PROFESSOR COLLINS

The following courses are arranged primarily for senior students, but they are open to graduate students. An elementary knowledge of the calculus and credit for 12 semester hours in Physics is presumed in all of the following courses.

**201-202. Principles of Radio Transmission and Reception.**—A course covering the general theory of wave propagation and including a study of inductance, capacity, induction coils, oscillatory discharge, high frequency generators and transformers, and the various methods of detecting electromagnetic waves. **6 s.h.** ASSISTANT PROFESSOR COLLINS

**203-204. Analytical Mechanics.**—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics, of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. **6 s.h.** ASSISTANT PROFESSOR COLLINS

**205. Physical Optics.**—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and pre-medical students. The course is based on *Taylor's Advanced Optics*. **3 s.h.** PROFESSOR HATLEY

**206. Modern Physics.**—A lecture course consisting of a rapid review of the entire field of physics with special emphasis on the outstanding experiments underlying modern physics. **3 s.h.** PROFESSOR HATLEY

**207-208. Electricity and Magnetism.**—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's *Electricity and Magnetism* is used as the basis of the lectures. Smith's *Electrical Measurements* is used as a guide in the laboratory exercises. Two lectures and one laboratory period a week, throughout the year. **6 s.h.** PROFESSOR EDWARDS

[Under special conditions a credit of either 2 or 4 semester-hours may be arranged]

**209. Thermodynamics.**—Thermodynamics is the science on which is based all of the physico-chemical sciences. This introductory course deals with basic principles freed from all unnecessary complications. Hence it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies. **3 s.h.** PROFESSOR EDWARDS

[Offered in alternate years with course 207-208]

## DEPARTMENT OF PSYCHOLOGY

PROFESSOR MCDUGALL AND ASSISTANT PROFESSORS ZENER AND RHINE

**101. Introduction to Psychology: General Principles.**—Lectures, demonstrations, prescribed reading and reports. **3 s.h.**

PROFESSORS MCDUGALL AND DRs. RHINE AND ZENER

**102. Introduction to Psychology: Experimental and Applied.**—A demonstrational introduction to the methods and results of experimental and applied psychology. **3 s.h.** DR. ZENER

**110. Logic.**—See Philosophy 106. **3 s.h.** DR. RHINE

**111. An Outline History of Science.**—See Philosophy 107. **3 s.h.** DR. RHINE

**201. Social Psychology.**—Lectures, readings, and reports. **3 s.h.** DR. McDUGALL

**202. Abnormal Psychology.**—Lectures, readings, and reports. **3 s.h.** DR. McDUGALL

**203. Advanced Experimental Psychology.**—A laboratory course designed to give first-hand acquaintance with experimental technique and methodology. Six laboratory hours. **3 s.h.** DR. ZENER

**209. Experimental Psychology: Problems and Theories.**—An historical survey of experimental psychology, with a critical study of selected problems and theories. **3 s.h.** DR. ZENER

**204. Physiological Psychology: Nerve Conduction and Reflex Action.**—A consideration of the functional properties of the nervous system. Two hours lecture, five hours laboratory. **4 s.h.** DR. ZENER

**206. Physiological Psychology: Development of Structure.**—A study of the structure and function of the central nervous system from the embryological and comparative viewpoints. One hour lecture, six hours laboratory. **4 s.h.** DR. ZENER

[Not offered in 1930-31]

**219. Introduction to the Psychology of Religion.**—See Religion 275. **3 s.h.** DR. HICKMAN

**220. Advanced Psychology of Religion.**—See Religion 276. **3 s.h.** DR. HICKMAN

**224. A Constructive Survey of Modern Science.**—See Philosophy 208. **3 s.h.** DR. RHINE

## DEPARTMENT OF RELIGION

PROFESSORS RUSSELL, SPENCE, CANNON, ORMOND, BRANSCOMB, MYERS,  
GARBER, GODBEY, HICKMAN, ROWE, AND MRS. SPENCE  
AND MR. LITTLE

The Department of Religion is divided into several sub-divisions. The purpose is to offer courses through which the college student, especially one looking forward to some form of Christian work, may secure a general view of the field of religion, both in theoretical and practical phases. The prerequisite to all courses in religion is a year's course in the English Bible; all other courses are elective.



*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

**1-2. Biblical Literature.**—This course includes a general survey of the entire Bible. It is required of all students by the end of the sophomore year, except those in Group IV, and of them before graduation. Enrollment in each section is limited to thirty-five. 6 s.h.

PROFESSORS MYERS, SPENCE, ORMOND,  
ROWE, AND MRS. SPENCE

[Note: On consent of the instructors, Sophomores may be admitted to courses 103, 104, 131, 141, 142, 161, 162.]

**103. The Prophets of the Old Testament.**—A general study of the history and nature of Hebrew prophecy; a detailed study of the message of the outstanding pre-exilic literary prophets. 3 s.h.

PROFESSOR MYERS

**104. The History and Religion of the Jews to the Roman Period.**—Based upon exilic and post-exilic prophecy, wisdom literature, and the earlier apocalypses. 3 s.h.

PROFESSOR MYERS

**131-132. American Christianity.**—The aim of this course is to trace the growth of the different branches of the Christian Church in the United States, Canada, and Hispanic-America. Prerequisite, History 1-2 or its equivalent. 6 s.h.

PROFESSOR GARBER

[Not offered in 1930-31]

**141. Introductory Sociology.**—This course is of general interest and is designed to introduce the student to the principles and practices of human association. 3 s.h.

PROFESSOR ORMOND

**142. Rural Sociology.**—A study of rural conditions in relation to social welfare, existing rural ideals, observation of rural tendencies and movements, and rural betterment through social adjustments. Prerequisite, course 141. 3 s.h.

PROFESSOR ORMOND

**161. Introduction to Religious Education.**—Designed to give the student some acquaintance with the tools and methods of modern religious education, the meaning and significance of scientific procedure, and the psychology of learning as it relates to this field. 3 s.h.

PROFESSOR SPENCE

**162. Age-Group Characteristics.**—A study of the different periods of human life with a view to determining the needs and interests of the pupil at each given stage. 3 s.h.

PROFESSOR SPENCE

**201-202. Introductory Hebrew.**—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. 6 s.h.

PROFESSOR GODBEY

**203-204. Introduction to the Old Testament.**—The origin, literary form, and contents of the books of the Old Testament in their historical setting. 6 s.h.

PROFESSOR RUSSELL



**211-212. Hellenistic Greek.**—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. **6 s.h.**

PROFESSOR BRANSCOMB

**215. The Life of Jesus.**—An attempt to discover the consciousness, purpose, and significance of Jesus as set forth in the Synoptic record. **3 s.h.**

PROFESSOR MYERS

**216. The Teaching of Jesus.**—An interpretation of the teaching of Jesus, based upon the Synoptics, Matthew receiving principal consideration. **3 s.h.**

PROFESSOR MYERS

**217. The New Testament in Greek.**—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. **3 s.h.**

PROFESSOR BRANSCOMB

**218. The Exegesis of Selected Books of the New Testament.**—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. **3 s.h.**

PROFESSOR RUSSELL

**213-214. The Beginnings of Christianity.**—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. **6 s.h.**

PROFESSOR BRANSCOMB

**219. Life of Paul.**—A study of Paul's life on the basis of Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. **3 s.h.**

PROFESSOR MYERS

[Not offered in 1930-31]

**223. Church History to the Reformation.**—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. **3 s.h.**

PROFESSOR GARBER

**234. History of the Evangelical Movement.**—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. **3 s.h.**

PROFESSOR GARBER

**251. The Church and Rural Sociology.**—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. **3 s.h.**

PROFESSOR ORMOND

**252. Rural Church Administration.**—This course deals with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. **3 s.h.**

PROFESSOR ORMOND

**261. Administration and Supervision of Religious Education.**—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. **3 s.h.** MR. LITTLE

**262. Surveys, Tests, and Measurements.**—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. **3 s.h.** PROFESSOR ———

**265. Curriculum of Religious Education.**—Study of various theories of the curriculum of religious education; conception of the curriculum as enriched and controlled experience. Analysis of existing curricula and critical evaluation of same. **3 s.h.** PROFESSOR SPENCE  
[Not offered in 1930-31]

**266. Religious Drama.**—Study and analysis of the best religious drama available. Project work in the writing and production of religious drama and pageants. **3 s.h.** PROFESSOR SPENCE  
[Not offered in 1930-31]

**267. Religious Education in the Community.**—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. **3 s.h.** PROFESSOR SPENCE

**268. Materials of Character Education.**—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. **3 s.h.** PROFESSOR SPENCE

**269. Principles and Program of Character Education.**—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education, the development of character education in the public schools will also be carefully surveyed. **3 s.h.** MR. LITTLE

**270. Religious Education in the Home.**—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. **3 s.h.** PROFESSOR ———

**271. Research in Religious Education.**—For advanced students and especially those majoring in religious education. Offers direction in the use of various techniques and methods for both field and library investigations. (All professors in the department are available for special counsel.) **3 s.h.** PROFESSOR ———

**272. Philosophy of Religious Education.**—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, course 261. **3 s.h.** PROFESSOR ———

**273. Curriculum Construction.**—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. **3 s.h.** PROFESSOR SPENCE

[Not offered in 1930-31]

**275. Introduction to the Psychology of Religion.**—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. **3 s.h.** PROFESSOR HICKMAN

**276. Advanced Psychology of Religion.**—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, course 275 or its equivalent. **3 s.h.** PROFESSOR HICKMAN

**281. The Nature and Early Development of Religion.**—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. **3 s.h.** PROFESSOR CANNON

**282. Living Religions of the World.**—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. **3 s.h.** PROFESSOR CANNON

**283. Expansion of Christianity.**—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. **3 s.h.** PROFESSOR CANNON

**284. Principles of Missions.**—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. **3 s.h.** PROFESSOR CANNON

## DEPARTMENT OF ROMANCE LANGUAGES

PROFESSORS WEBB, COWPER, AND JORDAN, ASSISTANT PROFESSORS YOUNG AND WALTON, MR. STEINHAUSER AND MR. BRIDGERS, MISS BREWER, AND MISS SEAY

The elementary and introductory courses in French are for the general student and seek to impart a reading knowledge of standard French. Courses 107, 217-218 offer systematic training in the French language. They prepare for university courses where French is used in class, for

foreign study, and for teaching French. The literary courses are devoted to the systematic study of classical and modern French literature. Advanced students are offered an introductory course in Old French philology and literature.

The first two courses in Spanish are for the general student. They are designed to give a reading knowledge and a sound beginning in the use of the language. The remaining courses afford the opportunity to continue the study of the Spanish language and of Spanish and Spanish-American literature through four years.

An intensive course in Italian is offered to well-qualified language students.

Owing to the large number of applicants for enrollment in the French and Spanish courses, it is necessary to limit the number admitted. Students are admitted into each section or class in the order of application until the established maximum is reached.

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

## FRENCH

### FOR ALL STUDENTS

**1. Elementary French.**—Pronunciation, grammar to include regular verb forms and common irregular verbs, translation. **3 s.h.**

PROFESSORS WEBB AND JORDAN, ASSISTANT PROFESSORS  
YOUNG, WALTON, AND MR. BRIDGERS

**2. Elementary French.**—Completion of the irregular verb, composition, dictation, and translation of simple French. **3 s.h.**

PROFESSORS WEBB AND JORDAN, ASSISTANT PROFESSORS  
YOUNG AND WALTON, AND MR. BRIDGERS

**3. French Prose.**—Grammar review, dictation, composition, reading and translation of selected works of modern French authors. **3 s.h.**

PROFESSORS WEBB AND COWPER, ASSISTANT PROFESSORS YOUNG  
AND WALTON, MR. BRIDGERS, AND MISS BREWER

**4. French Prose.**—Dictation, composition, reading and translation of selected works of modern French authors. **3 s.h.**

PROFESSORS WEBB AND COWPER, ASSISTANT PROFESSORS YOUNG  
AND WALTON, MR. BRIDGERS, AND MISS BREWER

**5. Introductory Survey of French Literature from 1636.**—Selected works of Corneille, Racine, Molière, Voltaire. Outline history, outside readings, and reports. **3 s.h.** PROFESSORS COWPER AND JORDAN, ASSISTANT  
PROFESSORS YOUNG AND WALTON

**6. Introductory Survey of French Literature from 1750.**—Selected works of Rousseau, Chateaubriand, Hugo, Balzac. Outline history, outside reading, and reports. **3 s.h.** PROFESSORS COWPER AND JORDAN, ASSISTANT  
PROFESSORS YOUNG AND WALTON

## FOR JUNIORS AND SENIORS

107. French Composition.—Review of grammar. Oral and written composition. 3 s.h. PROFESSOR COWPER

108. The French Romantic Movement.—3 s.h. PROFESSOR COWPER

109. Molière.—3 s.h. PROFESSOR WEBB  
[Not offered in 1930-31]

110. Poems of Victor Hugo.—3 s.h. PROFESSOR WEBB  
[Not offered in 1930-31]

111. French Drama Since 1850.—Realism in French drama, the social comedy, the problem play. 3 s.h. ASSISTANT PROFESSOR YOUNG

112. French Drama Since 1850.—The Théâtre Libre, the psychological drama, survival and renewal of Romanticism, the symbolistic drama, the contemporary stage. 3 s.h. ASSISTANT PROFESSOR YOUNG

113-114. The Seventeenth and Eighteenth Centuries.—The rise and decline of French classicism from Malherbe to the Encyclopédistes and Beaumarchais. Lectures and reading. 6 s.h.

ASSISTANT PROFESSOR WALTON

25-26. Exercises in Spoken French.—Two hours a week throughout the year. 2 s.h. MISS SEAY

## FOR SENIORS AND GRADUATES

215-216. The Modern French Novel.—A survey from Madame de Lafayette to Paul Bourget with particular reference to the effect of literary movements upon the evolution of novel technique. 6 s.h.

PROFESSOR JORDAN

217-218. The French Language.—French phonetics, composition, dictation, conversation, lectures in French. 6 s.h. PROFESSOR WEBB

219. Old French.—An introduction to the Old French language and literature. Brief study of Old French grammar; the Chanson de Roland; lectures. 3 s.h. PROFESSOR COWPER

220. Old French.—Types of Old French literature. Reading of typical *Romans d'aventure*, lectures. 3 s.h. PROFESSOR COWPER

221. Rousseau and the Beginnings of Romanticism.—3 s.h. PROFESSOR COWPER

[Not offered when Old French is given]

## ITALIAN

## FOR JUNIORS AND SENIORS

181-182. Italian.—Wilkins, *First Italian Book*; *Italian Folk Tales*; Dante, *Vita Nuova*; Dante, *Divina Commedia*. 6 s.h.

PROFESSOR WEBB



## SPANISH

## FOR ALL STUDENTS

61. **Elementary Spanish.**—Grammar of the principal parts of speech in their simple applications, regular verbs, and the most common irregular verbs. Reading of simple prose. 3 s.h.

MR. STEINHAUSER AND MR. BRIDGERS

62. **Elementary Spanish.**—Continuation of course 61, including radical changing and the most common irregular verbs in all the tenses of the indicative and subjunctive. Reading of simple prose. 3 s.h.

MR. STEINHAUSER AND MR. BRIDGERS

63. **Spanish Prose.**—Thorough review of grammar, emphasizing the uses of the subjunctive, common idiomatic phrases, and other peculiarities of syntax. Reading of representative texts of modern Spanish. 3 s.h.

MR. STEINHAUSER

64. **Spanish Prose.**—Continuation of course 63. Reading of representative texts of modern Spanish. 3 s.h.

MR. STEINHAUSER

65. **Spanish Literature.**—General survey of Spanish literature from the earliest beginnings to the present day, with special emphasis on the fiction and drama of the Golden Age. 3 s.h.

MR. STEINHAUSER

[Not offered in 1930-31]

66. **Spanish-American Literature.**—Survey of Spanish-American literature, with special emphasis on the practical aspects of Spanish-American life. Advanced composition. 3 s.h.

MR. STEINHAUSER

[Not offered in 1930-31]

67. **Spanish Novel.**—History of the origins and early types through the classic period. 3 s.h.

MR. STEINHAUSER

68. **Modern Spanish Novel.**—The Spanish novel from the beginning of the nineteenth century until the present. 3 s.h.

MR. STEINHAUSER

69-70. **Spanish Conversation and Composition.**—Exercises on assigned topics and material. *Two hours a week throughout the year.* 1 s.h. each semester.

MR. STEINHAUSER

Open on consent of the instructor, to students who are taking or who have taken a course above Spanish 61 and 62.

## DEPARTMENT OF SOCIOLOGY

## PROFESSOR ELLWOOD

*No course in Sociology is open to freshmen or sophomores.*

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

101-102. **General Sociology.**—An introduction to the scientific study of social life, its origin, evolution, and organization, as illustrated by a number of concrete social problems. 6 s.h.

PROFESSOR ELLWOOD



**205. Social Pathology.**—Prerequisite, courses 101-102 or their equivalent. A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. 3 s.h.

PROFESSOR ELLWOOD

**206. Criminology.**—Prerequisite, courses 101-102 or their equivalent. A study of the original tendencies of man and the problem of socializing these tendencies; the relation of physical and mental defectiveness and untoward influences in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. 3 s.h.

PROFESSOR ELLWOOD

## DEPARTMENT OF PHYSICAL EDUCATION

### PHYSICAL EDUCATION FOR MEN

DIRECTOR OF PHYSICAL EDUCATION DEHART, ASSISTANT DIRECTORS OF PHYSICAL EDUCATION BUCHHEIT, TILSON, CAMERON, COOMBS, AND BAKER, GYMNASIUM DIRECTOR CARD

Two hours a week of physical exercise and one hour of classroom work are required of all students through the sophomore year. Although not included in the 126 hours needed for graduation, the above requirements must be met satisfactorily before the end of the senior year. The work is under the immediate direction of the various coaches of the varsity teams. The aim to promote mass athletics is furthered by placing various supervised sports on a competitive basis.

A careful physical examination of all students is made and recorded and special training to correct physical deficiencies and weaknesses is given.

All students not excused from the regular course because of physical disabilities are required to take part in football, basketball, baseball, track, and swimming through their first year. The classroom work consists of lectures on the rules, methods of training, fundamentals of the sports, etc.

During the sophomore year a student may elect the sport in which he will major and his exercise will consist of work in that sport under the direct supervision of the Director of Physical Education or the Assistant Director who may be in charge of the sport elected as a major. The lectures will cover the methods of coaching the sport elected as a major and physical hygiene.

Calisthenics are used as little as possible and the entire course of work is planned to introduce games and the spirit of competition into the mass form of athletics.

The courses in physical education are designed to meet the increased demand for teachers of physical education and athletic coaching in the public schools.

A regulation costume of white shirt, white trousers, and gymnasium shoes is required.

#### PHYSICAL EDUCATION FOR WOMEN

MISS GROUT, Director

MISS MOIZE, Assistant

Two periods of exercise a week are required of all women students through the junior year. In addition, one lecture hour of personal hygiene is required of all freshmen. Although not included in the 126 hours needed for graduation, the above requirements must be met satisfactorily before the end of the senior year.

All students are given a physical and medical examination upon entering and at intervals throughout their college course. Classes in individual gymnastics and moderate sports are arranged for those who should not take the more active work.

#### ACTIVITIES OFFERED :

*Fall term (October to December):* Hockey, swimming, tennis, riding, moderate sports, hiking.

*Winter term (December to March):* Informal gymnastics, Danish gymnastics, apparatus, games, individual gymnastics, folk dancing, clogging, interpretative dancing, swimming, basketball.

*Spring term (March to June):* Tennis, swimming, riding, baseball, track, and field events, archery.

**102. The Teaching of Physical Education.**—This course is intended to meet the needs of prospective teachers in the public schools who may wish to assist in physical education. It includes first, a review of personal and school health problems with emphasis on the teaching of hygiene in the public schools; second, discussions and lectures on such topics as the value of play, the psychological and physiological make-up of the school child, objectives, the planning of programs of physical education for different age groups; third, one meeting a week for practice in playing, refereeing, and coaching various games and sports. Three lecture hours and one practice period a week. **3 s.h.** MISS GROUT

Open to senior women in the Department of Education and to other Seniors and Juniors by permission of the instructor.

## GENERAL REGULATIONS

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The academic year is divided into two semesters. The first semester begins September 24; the second, February 2. Commencement is held on Tuesday and Wednesday after the first Sunday in June.

### TIME OF ENTRANCE

Patrons of the University and students who intend to enter the freshman class are reminded that the entrance examinations are held at the opening of the first semester in September and that this is the proper time to enter. If an applicant for admission cannot come early in the year, he should wait, except in very unusual cases, until the opening of the next semester. It is important that all students be present on the first day of the session, and those who are late incur the penalties described above in this catalogue under the topic "Admission to College" and below under the sub-topic "Course-Cards." Students who enter after the beginning of the semester are marked absent in the work they have missed in the courses to which they are admitted, and these absences are counted as other absences from class.

### MATRICULATION, REGISTRATION, AND ENROLLMENT

All students must appear before the Committee on Admission and obtain cards for admission or examination. Cards of admission must be presented at the treasurer's office at the time of matriculation. All students, both old and new, are required to matriculate at the beginning of each semester and to obtain from the treasurer a certificate of matriculation which serves also as an enrollment card. Students matriculating in either semester at a date later than that prescribed in this catalogue shall pay to the treasurer a penalty of five dollars for late registration. Students whose course-cards have been approved in the spring in the manner provided below are given an opportunity during the summer to matriculate by mail for the first semester in the fall. No student is admitted to any class without a matriculation card.

### RELIGIOUS EXERCISES

Chapel exercises are conducted every week day except Saturday throughout the academic year at ten-thirty A.M., and all students are required to attend these services. During the Saturday chapel period all students meet by classes to confer with their respective faculty class advisers. Vesper services are held each Sunday afternoon at 4:30 o'clock.

### NUMBER OF HOURS OF RECITATION WORK

No undergraduate student is allowed to take less than fifteen hours of recitation work a week without special permission of the Faculty.

### COURSE-CARDS

Members of the freshman, sophomore, and junior classes are required to submit to the Council on Instruction at a time appointed by the Council not later than May 1 cards showing their selection of courses for the following year. These cards must be approved by the Council. After having been approved, the cards must be filed with the Dean of the College for permanent record. Students in the freshman, sophomore, and junior classes who do not select their courses for the following year at the time appointed by the Council on Instruction have to pay a fee of five dollars to the treasurer of the University before their course-cards may be approved in the fall. Students whose course-cards have been approved but who, for reasons not arising within the University, desire to make a change in the card approved have to pay to the treasurer a fee of one dollar for each change made. Elective courses beyond the number required for a degree may be marked "extra." No course may be dropped without permission of the Faculty.

### CLASS-STANDING

A student may not rank as a Senior if he has work back of the junior year or more than one study in the junior class; and a student may not rank as a Junior if he has work back of the sophomore year or more than one study in the sophomore class. No student who has any work on which he has previously failed is allowed to enter the senior class as a candidate for graduation.

## EXAMINATIONS

Mid-year and final examinations, are held in all subjects in January and May respectively; mid-semester examinations for Freshmen and Sophomores are held in November and March. The examination records, combined with the records made in class-recitations, constitute the student's final grades.

## REGULATIONS REGARDING MARKS AND CONDITIONS

The following regulations have been adopted by the Faculty:

1. Marks shall be reported so as to indicate one of five things:

(a) *Passed Without Condition*.—A mark of 70 or over shall indicate that a student has passed a course without condition. Students shall be graded according to the following system: Those who are adjudged exceptional (95 and above), superior (85 to 94 inclusive), medium (76 to 84 inclusive), inferior (70 to 75 inclusive). Normally the number of students adjudged exceptional should not exceed three per cent., and the number adjudged superior should not exceed twenty per cent.

(b) *Conditioned*.—A mark of at least 65 and less than 70 shall indicate that a student is conditioned.

(c) *Incomplete*.—A mark of incomplete may be reported by the instructor if for any reason he is unable to report the final grade at the regular time.

(d) *Failed*.—A mark of less than 65 shall indicate that the student has failed entirely in the course and that in order to receive credit for it he shall be obliged to take it again in class.

(e) *Absent from Final Examination*.—The mark "a" shall indicate that the student was absent from a final examination.

2. A student absent from examination and marked "a," if his absence has been excused by the Dean of the College, may receive an examination on the payment of a fee of five dollars to the treasurer of the University, unless the Dean recommends that the fee be remitted. The Committee on Schedule shall arrange for the examination in cases where absences are incurred and excused, and the grade reported in these cases shall be that earned by the student.

3. Students who are conditioned with a mark of at least 65 and less than 70 may remove the condition by complying with any requirements that satisfy the department concerned by March 15 following, if the condition was incurred in the first semester, or by Monday of the week following the opening of the University, if the condition was incurred in the second semester. All students with conditions or "incomplete" grades who have not satisfied the requirements of the departments concerned and obtained a passing grade by these dates are regarded as having failed on the course concerned and must repeat it in class in order to receive credit for it. When a condition is removed, the instructor shall report a grade of 70; in the case of a student whose grade was "incomplete," the instructor reports whatever grade the student earns.



4. Not more than six semester courses on each of which an average grade of 70 has been made are allowed to count as credit towards the bachelor of arts degree unless the student has made an average grade of 80 or more on all his work. A student thus deficient will not be allowed to carry in his fourth year more than a normal amount of work.

Excuses for absences from examination are handled in the same way as excuses for absences from class.

### CONDUCT OF STUDENTS

The University expects of its students loyal and hearty co-operation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

### EXCLUSION FOR FAILURES

A student is not permitted to remain in the University in the second semester unless he passes without condition as much as six semester-hours of work in the first semester; he is not permitted to re-enter in September nor to enter the Summer School, if he did not pass without condition at least eighteen semester-hours of work in the previous year.

### DEFICIENCIES IN COMPOSITION

The following regulations have been adopted by the Faculty :

1. Any Freshman who is found by the Department of English to be unable to handle satisfactorily the work of composition in English 1-2 is required to take special work until he is able to do satisfactorily the regular work of English 1-2.

2. No student who has failed in English 1-2 or 3-4 is permitted to become a special student without continuing his work in composition until he has made up his deficiency in this work.

3. Whenever the work of a student in any subject is satisfactory to an instructor except for gross errors in English, the instructor concerned may hand in a provisional grade only, said grade not to count until the student shall have improved his work in composition to the satisfaction of the English Department; a list of such provisional grades, along with evidence of deficiencies, shall be furnished the English Department each term by the officers in charge of the grades, and a report shall be made by this department when the deficiencies shall have been removed.



4. All instructors are requested to warn their students each semester concerning these regulations.

### CANDIDATES FOR ACADEMIC DEGREES

1. A tentative list of all candidates for the bachelor's degree who have no unclear conditions charged against them and a tentative provisional list of all candidates for the degree with unsatisfied conditions named shall be prepared under the supervision of the Dean of the College as early in the college year as possible, be read by him to the Faculty at its first regular meeting in October, be furnished in copy to each department of instruction for information and reference, and also posted in copy on the official bulletin board of the University for the information of the students concerned.

2. Copies of a second such tentative list shall be likewise prepared, read, and distributed by April 15.

3. A final list of all candidates for the degree shall be read by the Dean to the Faculty at its first regular meeting in May and adopted by the Faculty as the final list. After the adoption of this list no name may be added to it.

4. Similar lists of all candidates for the master's degree, with courses counting for credit named, shall be prepared, read to the Faculty, and furnished to all departments concerned by the Dean of the Graduate School on the dates named above.

5. Students who complete during a Summer School the requirements for a degree shall be classified for graduation as of the year following the Summer School in which the work was completed, and their names shall so appear in the catalogue of the University and on the commencement program.

### ABSENCES FROM CLASS

Regular and punctual attendance on class-work is required of all students. Absences must be explained to the Dean of the College. Any student absenting himself without acceptable excuse from his class-work may be disciplined by the Dean at his discretion.

Daily reports of all absences of students from class are made by each instructor and filed in the office of the Dean. A permanent record is kept of the attendance of each student and becomes a part of his general college record.

All absences, whether excused or unexcused, shall be made up to the satisfaction of the department concerned. In case a student has been absent from fifteen per cent. of the exercises scheduled to be held in a course, whether the absences are excused or unexcused, he shall be debarred automatically from the final examination in that subject. Eight absences debar a

student from examination in a course meeting three hours a week, ten absences in a course meeting four hours a week. A student incurring three unexcused absences in a three-hour course or four in a four-hour course shall be debarred from final examination in the same manner. In such a case he can not secure permission to stand the final examination except by written approval of the instructor concerned and of the Dean of the College on blanks provided for that purpose. A student thus debarred from examination must repeat the course in class in order to obtain credit for it. A student is counted absent from meetings of a class held before he matriculates at the beginning of a semester. These absences are handled in the same way as are other absences.

Each absence incurred just before or after the Thanksgiving, Christmas, or Easter holidays shall be counted as two absences, excused or unexcused as the case may be.

#### SCHOLARSHIP REGULATIONS FOR ATHLETIC AND OTHER ORGANIZATIONS

The following regulations have been adopted by the Faculty:

1. Any student who receives less than a passing grade on more than six hours of his required work of the preceding term shall be ineligible to represent the University in any athletic contest, concert, or other public event.

2. Students who are candidates for participation in such contests or events or who are members of organizations engaging in them are required also to be doing satisfactorily the work of the current term. In order to enforce this requirement the following regulations have been adopted:

(a) No team or organization shall represent the University in a public event until a list of its members has been submitted to the Faculty for approval.

(b) It shall be the duty of the student manager of every team or organization to furnish to the secretary of the Faculty for the use of the Faculty at least four weeks before the first public appearance of the team or organization is scheduled to take place, a written list of all candidates for places on such team or organization.

(c) The names of the candidates for places on any team or organization shall be read to the Faculty at its first regular meeting after the list has been furnished to the secretary, and they shall be recorded in the minutes of the Faculty for that meeting.

(d) If at the time this list is presented to the Faculty or at the next regular meeting of the Faculty thereafter any member of the Faculty shall report that a student who is a candidate for a place on a team or

organization is failing in his work, it shall be the duty of the secretary to give the student written notice of this report, specifying the course or courses in which the student is reported as failing. If a student is reported by two or more instructors as failing, he shall be notified that he will not be eligible to represent the University on any team or organization as long as more than one instructor reports him as failing in his academic work.

(e) In case a student manager shall not furnish the secretary of the Faculty with the list of candidates required at the time specified in section (b), the Faculty shall follow the procedure prescribed in sections (c) and (d) when such a list is furnished, and the secretary shall notify any student who is reported by two or more instructors as failing in his work that he will not be eligible to represent the University on any team or organization as long as more than one instructor reports him as failing.

(f) If at any time after this preliminary report is made, a student who was then eligible to represent the College on a team or organization shall be reported by two or more instructors at the same meeting of the Faculty as failing in his work, the secretary shall notify him, specifying in the notice the course in which he is reported as failing, that if he has not removed his deficiency at the end of two weeks, he will be debarred from the team or organization and will not again be eligible to represent the University on a team or organization until he has improved his work so that not more than one instructor reports him as failing.

### REGULATIONS GOVERNING ATHLETIC ELIGIBILITY

Duke University is a member of the Southern Intercollegiate Athletic Conference. The athletic eligibility regulations of the University comply with the rules governing members of that Conference.

### ABSENCES FROM THE CITY

No student is allowed to leave the city without the permission of the Dean.

### ADMINISTRATION OF DISCIPLINE

General oversight of the conduct of students and the administering of discipline are vested in the Dean of the College. The duty of immediate supervision, guidance, and control of the women students is entrusted to the Dean of the Woman's College. However, through the expressed willingness of the students to assume the responsibility of maintaining high standards of morals and honor at all times at the University, the student body has properly become in a great degree self-governing in this respect. Two councils, one of men and the other of

women, each composed of carefully chosen and duly elected representatives of the student body, exercise the authority granted the students to investigate all cases of misconduct, as well as all other cases of violation of proper student standards and traditions, and to make recommendations of penalties based on their findings. Occasions seldom occur where such recommendations cannot be accepted and enforced.

The student councils have been of great help to the administrative authorities of the University. They do not merely exercise police authority for restraining and punishing evil-doers but also exert a guiding and stimulating influence for the promotion of high ideals of conduct and student relationships.

### REGULATIONS REGARDING PUBLIC LECTURES AND OTHER PUBLIC OCCASIONS

All public lectures or addresses and other public events that are given under the auspices of the University or of any organization in any way connected with the University are under the supervision of the Faculty Committee on Public Lectures. All dates and programs must be approved by this committee except in cases where such public occasions have been placed under the supervision of a special committee. To prevent conflicts and to facilitate the work of scheduling the activities of the University, the following regulations have been approved by the Faculty:

(1) The Committee on Public Lectures shall provide each year an official calendar.

(2) No meeting, entertainment, religious service, or athletic contest shall be announced publicly or be entitled to a date at any hour in the day or night unless the occasion has been officially entered in the calendar except in the case of organizations like the Y. M. C. A., the Y. W. C. A., and the literary societies, which have meetings at stated times.

(3) The faculty representative of any organization connected with the University or any member of the Committee on Public Lectures may schedule a public occasion for any date not already taken provided he writes on the calendar under the date he desires the name of the occasion, the hour, and the place of meeting and signs his name under the entry; however, the Committee on Public Lectures shall approve all public events so scheduled and the chairman of this committee shall make known the Committee's approval by signing his name to the calendar-entry under the name of the faculty representative proposing the event before any such public event proposed becomes official, the Committee's approval by signing his name to the calendar shall have exclusive right to the date unless consent of the organization affected is obtained

for a change of date or unless the Faculty shall vote to change the date or revoke the right.

(5) The Y. M. C. A. and Y. W. C. A. shall have every Wednesday night, the literary societies shall have every Tuesday night, and other organizations recognized by the Faculty, shall have Monday nights of each month for their meetings and no organization or individuals have a right to take any one of these nights for any public meeting or contest unless the consent of those entitled to the date be obtained or unless the Faculty vote to make a temporary change in the schedule.

(6) These organizations with dates regularly provided have not the right to schedule public meetings for any nights other than these herein mentioned unless no other public meeting is at any time set for the dates they wish, and no one of these organizations with dates already provided has precedence over any other in selecting irregular dates for meeting.

(7) The faculty representative scheduling any public event shall be responsible for getting due notice to the appropriate University office concerning the place and time of the event so that needed arrangements may be made for it.

### REPORTS

Reports of the class attendance records and of the proficiency in studies of each student are sent to his parents or guardians after the examinations at the end of each semester. For Freshmen and Sophomores, mid-semester reports are made.

### MEDICAL CARE

The University Physician, Dr. Joseph A. Speed, who maintains offices on the University campus, has general charge of the health of the students. Ample, first-class provision is made in the hospital of the Medical School of the University for caring for all sick students. Any student too ill to attend his college classes is taken to the hospital.



## FEES AND EXPENSES

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The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until his fees have been paid.

### GENERAL FEES

Matriculation, per semester.....	\$25.00
Tuition, per semester.....	75.00
‡Room rent, per semester (two in room).....	62.50
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester.....	5.00
†Damage fee, payable annually at the time of first registration.....	1.00
Medical fee, payable annually at beginning of the second semester	2.00
Library fee, per semester.....	5.00
Commencement fee, payable annually at the beginning of the second semester.....	3.00
Publication fee:	
First semester.....	2.50
Second semester.....	3.00
Diploma fee, payable by candidates for degrees at the beginning of the second semester; refunded if the diploma is not awarded.....	5.00

For further information concerning room rent see below.

### LABORATORY FEES

Botany 1 and 2.....	\$2.50
Botany 51 and 151.....	5.00
Botany 52, 101, 102, 111, 112, and 52.....	2.00
Botany 201.....	4.00
Chemistry 1, 2, 21, 30, 41, 261, 262, 215, 216, 231, 232, 240, and 260...	6.00
Chemistry 151, 152, 241, 244, 253, 254, and 256.....	7.50
Civil Engineering 10—See Summer School catalogue.	
Civil Engineering 11, 114.....	1.00
Electrical Engineering 151, 152, 153, 154, 155, 161, and 162.....	2.00
Physics, all courses.....	2.00
Zoölogy, all courses (except 1 and 2).....	3.00
Zoölogy 1 and 2.....	2.50

† See statement concerning room charges in the Woman's College, p. 128.

‡ Any surplus remaining in this fund at the end of a year is applied to some student activity.



### TEACHERS TAKING COLLEGE COURSES

Teachers in near-by schools taking one or more courses are required to pay a registration fee of \$5.00 and a tuition fee of \$2.00 per semester-hour of credit in addition to any regular laboratory or other fees collected from regular students taking the courses.

### ROOMS AND CONDITIONS OF RENTING THEM

The itemized statement in the general table of expenses includes the care of rooms, in which everything essential in the way of furniture is provided. All rooms are supplied with heat, water, and electric light. Each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows.

Rooms are reserved only for students who have been officially accepted by the University. They are rented for no shorter period than one semester. A room deposit of \$5.00 is required of each applicant for admission. This fee is deducted from the room charges at the time of registration for the fall semester. The reservation fee will be refunded to any applicant not accepted by the University provided the official receipt for the fee, given to all paying it, is presented either in person or by letter to the treasurer's office, but students who make application and are accepted will not be entitled to have the reservation fee refunded unless the request is made by or before August 1.

An old student who wishes to retain his room for the succeeding year must notify the treasurer's office on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. Unless a deposit of \$5.00 for each proposed occupant, in part payment of rent, is made by August 1 reservations are cancelled and the University is free to rent the room to other students. When a room is once engaged by a student, no change will be permitted except with the consent of the treasurer. Leaving one room and occupying another without permission is strictly against the rule and will render the offender liable to charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant. The use of a room for merchandising of any kind is strictly forbidden.

The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

#### REGULATIONS REGARDING ROOMS

A fine of \$2.00, payable to the treasurer of the University, shall be charged to any student who has moved furniture from one room to another without permission from the University authorities.

A fine of \$2.00, payable to the treasurer of the University, shall be charged to the occupants of any room in which the permanent lighting fixtures have in any way been altered or changed. A like fine shall be imposed upon the occupants of any room with lights having a total capacity of more than 100 watts.

A fine of \$5.00, payable to the treasurer of the University, shall be charged to any student moving from one room to another upon the campus without permission from the University authorities.

#### DORMITORIES

On the west campus there are three groups of dormitories, each group forming a quadrangle enclosing a court. For the present these groups of dormitories are designated as A, B, and C. They contain ample rooming quarters for all the men students.

#### BOARDING ACCOMMODATIONS

Beginning with the academic year 1930-31 the University will open its dining hall in the Union on the west campus with accommodations sufficient to provide in a superior way for all resident men students. It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed \$25.00 per month.

The Union is the logical center of student activities for men and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining halls a Coffee Shop will be operated for the convenience of students and visitors.

### PUBLICATION COUNCIL

The Publication Council was authorized by the Trustees at the mid-year meeting in 1926-27. This council has control of the undergraduate publications. It is to be composed of members of the faculty appointed by the President, two alumni elected by the Alumni Council, representatives of the student body and the different publications. A publication fee of \$5.50 was authorized by the Trustees to be collected from each undergraduate, \$2.50 payable at the beginning of the fall semester and \$3.00 at the beginning of the spring semester.

### LAWS REGULATING PAYMENTS

The Executive Committee of the Trustees of Duke University has enacted the following regulations, which govern the payment of all fees due the University :

1. The president and the treasurer of the University have no authority to suspend, or in any way alter these regulations.
2. Matriculation and tuition fees are never refunded.
3. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full.
4. No student is considered by the faculty as an applicant for graduation until he has settled with the treasurer for all of his indebtedness to the University.
5. No student is allowed to stand the mid-year or final examinations of the academic year who has not settled all his bills with the treasurer of the University.

When a student wishes his bills sent to his parent or guardian, the student or his parent or guardian must so notify the treasurer of the University in writing in due time, but this in no way releases the student from liability to established penalties if his bills are not paid on the dates advertised.

### TRANSCRIPTS

Students desiring to transfer from Duke University to another institution are entitled to one transcript of their record. A charge of one dollar is made for each additional copy.

## ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual. The following table gives the necessary college expenses for one year.

	LOW	MODERATE	LIBERAL
Tuition .....	\$150.00	\$150.00	\$150.00
Matriculation .....	50.00	50.00	50.00
Room-Rent .....	100.00	125.00	150.00
Board .....	225.00	225.00	225.00
Laundry .....	20.00	25.00	30.00
Books .....	22.50	30.00	45.00
Commencement Fee .....	3.00	3.00	3.00
Library Fee .....	10.00	10.00	10.00
Athletic Fee .....	10.00	10.00	10.00
Damage Fee .....	1.00	1.00	1.00
Medical Fee .....	4.00	4.00	4.00
Publication Fee .....	5.50	5.50	5.50
Total.....	\$601.00	\$638.50	\$683.50

Students who hold scholarships or other exemption from tuition will deduct one hundred and fifty dollars from the above totals.

## SCHOLARSHIPS AND OTHER SOURCES OF AID

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### UNDERGRADUATE SCHOLARSHIPS

Ten scholarships paying tuition are offered to undergraduates. Five are held by members of the sophomore class and five by members of the junior class. Sophomore scholarships are awarded at the end of the freshman year and junior scholarships at the end of the sophomore year. They are awarded on the basis of the applicant's character and promise as indicated by his work in college.

The University reserves the right to withdraw a scholarship at any time from a student who does not make worthy use of it.

### ANGIER B. DUKE MEMORIAL SCHOLARSHIPS

The Angier B. Duke Memorial, Incorporated, awards four scholarships with an annual value of \$250 each to undergraduate students in Duke University. These scholarships are awarded as follows: one on the basis of merit and necessity to an accredited high-school graduate entering the freshman class of Duke University; and one each to a member of the sophomore, junior, and senior classes on the basis of merit, necessity, and worthy individual contributions to university life. The Angier B. Duke Memorial also administers through an advisory committee of the officers of the University a loan fund of \$1,000,000 for undergraduate students.

### LOAN FUNDS

In addition to the Angier B. Duke Memorial loan fund, the University administers other endowed loan funds for the benefit of students who are not financially able to meet their expenses. The loan funds are kept by the treasurer as separate and distinct funds from all other endowments and holdings of the University and are used for no other purpose than to aid worthy students of the University. These funds are administered in accordance with the following regulations:



1. No loan shall be made to a student who violates any of the regulations of the University or whose classwork is not satisfactory to the Faculty.

2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged for not later than one week after the beginning of a semester.

3. Every applicant for a loan must present with the application such security as the President of the University may approve, and no money shall be advanced before a note with approved security is in the hands of the treasurer of the University.

4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition, matriculation, and room-rent.

5. Interest at the rate of six per cent. annually shall be charged for all loans of money, and the interest must be paid annually.

#### **SPECIAL TUITION SCHOLARSHIPS**

The J. A. Odell, J. M. Odell, George W. Watts, Herbert J. Bass, C. W. Toms, Arthur Ellis Flowers, Heath, Weatherby, Banks-Bradshaw, McMullan, Elisha Cole, E. M. Cole, John T. Ring, A. D. Betts, John W. Neal, Jr., Moore, Buchan, Parrish, and Mary Newby Toms scholarships are open to undergraduate students.

#### **SONS AND DAUGHTERS OF MINISTERS**

The sons and daughters of ministers are exempt from paying tuition; they are required to pay all other college fees.

#### **CANDIDATES FOR THE MINISTRY**

Candidates for the ministry who are not sons of preachers are required to give their notes for tuition. If they enter the regular ministry within three years after leaving college, these notes will be surrendered to them; otherwise the notes will be collected.



## HONORS AND PRIZES

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### HONORS

All students in the freshman and sophomore classes who make an average of 90 or above are given honors.

Students who have shown exceptional attainments in a group of studies covered by the work of one of the departments of the University may become candidates for honors in that department at graduation.

Any department may at its discretion each year offer work the satisfactory completion of which will be one of the requirements for honors. This work shall be in addition to that required for graduation and may take the form either of additional work done in conjunction with the regular courses of the department, or of work independent of such courses. In quantity it shall be at least equivalent to that required for two semester-hours of credit in an advanced course.

The granting of department honors shall be dependent on the fulfillment of the following requirements:

1. In order to be eligible for honors in a department a student must, by the end of the senior year, have completed, with an average grade of at least 90, twenty-four (if department prefers, eighteen) semester-hours of work taken in that department after the freshman year. The student must obtain, on or before October 15 of the senior year, the approval of the head of the department of the courses that constitute the eighteen or twenty-four semester-hours required.

2. The student must enroll for the honors work of the department on or before October 15 of the senior year and must complete this work satisfactorily by the end of the senior year.

3. No student may enroll for the honors work of a department if he is carrying a schedule of regular courses in his senior year in excess of thirty-two semester-hours.

4. No student may enroll for the honors work in more than one department.

5. Those students who make an average grade of 95 in as many as twenty-four semester-hours (eighteen if the department prefers) in courses as above described and complete satisfactorily the honors work prescribed by the department are given highest honors.

The degree of bachelor of arts or bachelor of science with distinction is conferred under the following rules:

Students who have completed as much as three years of their college work in Duke University and who have attained an average grade of 90 are recommended for a degree *magna cum laude*; those who have attained an average grade of 95 are recommended for a degree *summa cum laude*.

### MEDALS AND PRIZES

The Wiley Gray Medal was established by the late Robert T. Gray, Esq., of Raleigh, North Carolina, to be awarded annually in memory of his brother. It is given for the graduating oration that shall be, in the opinion of a committee appointed on the day of Commencement, the best speech, with respect to both declamation and composition.

The Fortnightly Club offers annually cash prizes for the best literary productions by undergraduate students of the University.

The Debate Council has authorized the awarding of medals to members of the graduating class who have represented the University in at least two intercollegiate debates. The medals are given by the local chapter of the Tau Kappa Alpha fraternity.

The Southern History Prize is awarded each year for the best essay submitted dealing with a subject relating to Southern History. The prize is twenty-five dollars in cash donated by an anonymous friend of the University. The competition for the prize is conducted under regulations adopted by the Trinity College Historical Society.

The Robert E. Lee Prize is the gift of Reverend A. W. Plyler, of the class of 1892, and of Mrs. Plyler. The sum of one hundred dollars is awarded annually at Commencement, preferably to that member of the senior class who in character and conduct, in scholarship and athletic achievement, in manly virtues and the capacity for leadership has most nearly realized the standard of the ideal student. The Dean of the College, the Graduate Manager of Athletics, and the president of the Student Council constitute a committee to draft and adopt regulations governing the award.

The Robert Spencer Bell Prize is given by Mr. James A. Bell of the class of 1886 in memory of his son. The sum of one hundred dollars is awarded annually at Commencement on much the same general principles as is the Robert E. Lee Prize,

except that the Robert Spencer Bell Prize is limited to self-help students, and in making the award greater emphasis is placed on the work of the student in literary societies than on his athletic record.

The George F. Ivey Science Prize, established by Mr. George F. Ivey, is awarded each year for the encouragement of scholarship in physics, biology, and chemistry. The prize is fifty dollars in gold and was awarded the first year in physics, the second year in biology, and the third year in chemistry, and thereafter in this rotation unless otherwise determined by the donor.

The following rules have been adopted for the contest:

I. Any undergraduate student having already passed the first general course of eight semester-hours credit in the department concerned and having registered for an advanced course of not less than six semester-hours credit is eligible to compete for the prize.

II. By the end of the first week in May the department concerned will prepare a list of not more than twenty eligibles. The list must be approved by the Dean of the College and then be submitted to all students in courses above the first course in the department who will select by ballot the names of six candidates for the prize. The faculty of the department, acting as a committee, shall select the winner of the prize from among these six candidates.

III. The decision in every case is to be based upon such considerations as originality, industry, and initiative in executing work as well as upon grades.

IV. No student, having once won this prize, may again compete for it.

Dr. R. C. Parker gave to Duke University a silver cup of Chinese manufacture to be used for the encouragement of scholarship in Physics. The award is made annually by a committee from the Department of Physics acting with the President of the University to that student of Physics 1-2 who by the end of the academic year is judged to show the greatest promise as a student of Physics. The winner is chosen not only for his mathematical grades, but also for his industry, growth in power of reasoning, originality of point of view, and skill in experimentation. The name of the winner is engraved on the cup, of which he is given possession, subject to certain necessary regulations, until the next award is made.

The Iota Gamma Pi Science Fraternity offers an annual prize of twenty-five dollars to a member of the junior class

majoring in science who is judged to be the leading student in the scientific courses of the University. The fraternity submits to the judges a list of students eligible for the prize. The committee of award is composed of the Dean of Men, and one member each from the departments of Biology, Chemistry, Physics, and Engineering. The departments concerned choose their own representatives on this committee. The award is made on the following basis: quality of scientific work, 50 points; personality and general ability, 30 points; quality of work in departments other than scientific, 20 points.

The prize is publicly awarded by the president of the fraternity in Chapel during the second week of May.

## STUDENT ORGANIZATIONS AND ACTIVITIES

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*The Men's Association of Duke University* comprises all men students in the University. It functions through its officers and a council to initiate policies and to oversee matters within the control of the student body. The council is composed of seven members: three from the senior class, two from the junior class, one from the sophomore class, and one from the Graduate School.

*The Women's Student Government Association* is similar in character to the Men's Association. Its council is composed of the officers of the Association and *ex-officio* of the Y. W. C. A. president and an undergraduate representative.

*The Young Men's Christian Association* and the *Young Women's Christian Association* are student branches of the national Christian Association. Each body aims to enrich not only the religious life of its members as individuals but also to promote group religious activity. Delegates are sent each year to summer conferences, state conventions, inter-state conventions and the state Bible and missionary institutes. Every year a series of special religious services is held. Bible and missionary study classes and Sunday School teacher-training courses are conducted under the auspices of the Association by members of the Department of Religion.

*The Student Volunteer Band* is an active branch of the Student Volunteer Movement of North America. This organization is composed of students who have volunteered for some form of foreign missionary service.

*The Ministerial Association* is a band of students who are preparing for the ministry.

*The Symphony Orchestra*, two smaller orchestras, and the *Duke University Band* afford a variety of opportunity for students interested in instrumental music. These clubs work under capable musical direction. Membership is based on competitive trials.



*The Men's Glee Club* and the *Women's Glee Club* are both active in concert work. When singing together they comprise the University Chorus. The Men's Glee Club plans to take a trip to Europe during the coming summer. The club takes two extended trips annually on one of which it is accompanied by the Symphony Orchestra and by one of the smaller orchestras. The Women's Glee Club includes a section of stringed instruments.

*The Taurian Players* is an organization for the promotion of dramatics at Duke University. Several plays are presented each year, the cast for each of which is determined on the basis of competitive try-outs. The Taurians welcome as associate members in their organization persons interested in the work they are doing.

*The Southgate Dramatic Club* proposes to foster dramatic interests among women students who are not Taurians. Private theatricals, usually consisting of one-act plays, are given to invited guests.

*The Publication Council* supervises all student publications of the University. It is composed of three members of the Faculty appointed by the President, four representatives of the student body two of whom are elected by the Men's Association and two by the Women's Association, together with the editors and business managers of the respective publications.

*The Chronicle* is a weekly newspaper of the University, entirely edited and managed by students. It carries items of local interest, as well as special feature articles and editorial comment.

*The Archive* is a monthly literary magazine edited and managed by the students. It contains essays, poems, short stories, and book reviews written by the undergraduates of the University together with some contributions from outside sources.

*The Chanticleer* is the year-book of the college. It portrays by word and picture the most important events of each school year.

A number of clubs exist on the campus, each of which fosters interest in some special subject or project.



*The Trinity College Historical Society* promotes interest in the study of history and the collection and preservation of historical documents, books, pamphlets, and the like.

*The Classical Club* meets to discuss literary, linguistic, historical, and archaeological aspects of the life and civilization of the ancient Greeks and Romans.

*The Physics Club* deals with interesting projects in physics which cannot be thoroughly discussed in the classroom.

*The W. H. Pegram Chemistry Club* performs a similar service in the field of chemistry.

*The French Club* draws together students particularly interested in the French language and literature.

*The Polity Club* promotes discussion of current problems in the field of international relations and American politics. It is affiliated with the International Relations Club.

*The Braxton Craven Education Association* consists of students who are interested in present-day educational problems.

*The Biological Club* gives its members opportunity to discuss important phases of biological work as well as training in the preparation and presentation of papers.

*The Crowell Scientific Society* is a union of all the departmental scientific societies of the University for the promotion of study and research within the University by coördinating the various departmental efforts.

*The Cosmopolitan Club* is open to all students from foreign countries and a few American students by invitation. The purpose of the club is to promote international understanding and good-will.

*The Fortnightly Club*, a chapter of the national literary fraternity of Sigma Upsilon, is composed of men of the junior and senior classes whose interests are literary. It encourages original work on the part of its members as well as the study of influential writers, ancient and modern.

*The Debate Council*, composed of three members of the Faculty, and two representatives of each of the literary societies, supervises and systematizes the work of debating both in the University and with other colleges.

*The Columbian Literary Society*, founded in 1846, and the *Hesperian Society*, organized in 1851, are the oldest undergraduate clubs on the Duke University campus. Their record is one of creditable achievement in public speaking which they encourage by an award of medals for excellence in that art. The two societies debate each other annually. The halls reserved in East Duke for these societies are modeled after the Chambers of Congress in the national capitol.

*The League of Women Voters* has a chapter at Duke University.

*The Junior Big Sisters* is an organization of Juniors for assisting Freshman girls in their adjustments to college life.

*The Forum Club* has as its object the promotion of interest in the classics among women students.

*The Southgate Garden Club* gives opportunity for expression to girls interested in gardening.

*The Town Girls' Organization* brings together the day students among the women.

A number of honorary orders and fraternities carry on their work at Duke University. The general nature of these societies is indicated below.

*Phi Beta Kappa*, the oldest Greek letter fraternity in existence, was founded at William and Mary College in 1776. The Beta Chapter of North Carolina was organized at Trinity College on March 29, 1920. Membership is open only to those who have an average of 90 for six consecutive semesters of college work.

*Tau Kappa Alpha* (National Forensic Fraternity)

*Sigma Upsilon* (See Fortnightly Club, p. 124)

*Kappa Delta Pi* (National Education Fraternity)

*Theta Alpha Phi* (National Dramatic Fraternity)

*Lambda Phi Gamma* (National Music Fraternity)

*Sigma Pi Sigma* (National Physics Fraternity)

*Phi Sigma* (National Biological Fraternity)

*Sigma Tau Delta* (National English Fraternity)

*Sigma Nu Phi* (National Law Fraternity)

*Alpha Kappa Psi* (National Commercial Fraternity)

*Delta Upsilon Beta* (Local Band Fraternity)

*Iota Gamma Pi* (Local Scientific Fraternity)

*Psi Kappa Alpha* (Local Economics Fraternity)

*Chi Delta Phi* (National Literary Sorority)

*Delta Phi Rho Alpha* (Local Sorority fostering college spirit, especially athletics)

*Nu Sigma* (Local Biological Sorority)

*Red Friars*, founded in 1913, is a secret society restricted to men of the senior class. Membership is limited to a small number who have manifested qualities of leadership by meritorious service as undergraduates.

*Omicron Delta Kappa* promotes qualities of leadership in publications, athletics, and other forms of campus activity.

*White Duchy* is a secret order comprising seven senior women recognized as representing the highest qualities of leadership in the various activities in which they have taken part.

*The Tombs* is a secret order of male students for the promotion of various campus activities, especially athletics. Membership is restricted to students of the junior and senior classes.

*The 9019*, a junior-senior scholarship society, was founded at Trinity College in 1890. The society started the *South Atlantic Quarterly* and has under its auspices the annual civic celebration on Washington's birthday and the annual declamation contest for high-school pupils.

*EKO-L* is an organization of women students of the junior and senior classes to promote scholarship and the interests of the University.

*Beta Omega Sigma*, founded in 1917, is a local sophomore order.

The work of the social fraternities and inter-fraternity relationships at Duke University are governed by the *Pan-Hellenic Council*, which is composed of one representative of each national fraternity on the campus. The council has as its adviser a member of the Faculty chosen by the council. By order of the council, no student may be initiated into a fraternity until he has passed at least four courses in the semester preceding the earliest official time for the initiation of fresh-

men. The following social fraternities have chapters at Duke University:

<i>Alpha Tau Omega</i>	<i>Phi Delta Theta</i>
<i>Kappa Sigma</i>	<i>Delta Tau Delta</i>
<i>Kappa Alpha</i>	<i>Phi Sigma Delta</i>
<i>Pi Kappa Alpha</i>	<i>Pi Epsilon Pi</i> (local)
<i>Sigma Phi Epsilon</i>	<i>Sigma Tau Alpha</i> (local)
<i>Pi Kappa Phi</i>	<i>Psi Delta Sigma</i> (local)
<i>Sigma Chi</i>	<i>Sigma Delta</i> (local)
<i>Delta Sigma Phi</i>	<i>Alpha Omega Sigma</i> (local)
<i>Lambda Chi Alpha</i>	

*The Women's Pan-Hellenic Council*, composed of three members from each sorority on the campus, governs sorority affairs. The sororities represented at Duke University are:

<i>Alpha Delta Pi</i>	<i>Sigma Beta</i> (local)
<i>Kappa Delta</i>	<i>Delta Psi</i> (local)
<i>Zeta Tau Alpha</i>	<i>Mu Lambda</i> (local)
<i>Kappa Alpha Theta</i>	

## THE WOMAN'S COLLEGE OF DUKE UNIVERSITY

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The Woman's College of Duke University is a College of Arts and Sciences within the University which provides for the instruction of undergraduate women as Trinity College provides for the instruction of undergraduate men.

In September, 1930, the present east campus, a hundred and twenty acres in extent, with a well-equipped plant including twelve new buildings, will be given to the women, thus offering the advantages of a separate college for women with its own distinct life and at the same time, through close association with the larger University life, preserving some of the best features of co-education. It is the aim of the College to make it possible for a woman to take all of her work, if she so wishes, on the women's campus. However, all courses in the University will be open to qualified women students and therefore they may enter courses given on the west campus which are not given on the east.\*

The east or women's campus is situated about a mile and a quarter from the west campus. There is a private avenue connecting the two. For those members of the faculty and students who do not wish to walk, use bicycles, or other private methods of conveyance, buses will run at frequent intervals and at special rates.

The teachers of the College, many of whom teach also in Trinity College, are members of the University faculty and are to be selected in coöperation with the several departments of instruction just as in the case of teachers for Trinity College, thus assuring a uniform educational standard. Graduates of the Woman's College, as graduates of all other colleges and schools within the University, receive their degrees from Duke University.

*Admission.* Admission to the Woman's College, as to Trinity College, is on a selective basis, dependent upon the ability, attainments, and character of the applicant. The enrollment is limited and therefore an early application is desirable. All ap-

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\* All work in the Graduate School will be given on the west campus.



plications should be made to the Committee on Admissions. So far as possible, the Committee desires a personal interview with each applicant. This is of advantage not only to the Committee but to the applicant herself since it enables her to acquaint herself to some extent with the University and to discuss the possible courses of study.\*

*Courses of Instruction.* The courses to be given on the east campus will be indicated on a chart to be inserted in this catalogue.

*Residence Halls.* Four new dormitories built especially for women and newly and attractively furnished will be opened in September, 1930. In each hall, serving as a center for the social life of the hall, are a large living-room, and three small reception rooms. The students' rooms are single, double, or arranged in suites of two rooms for two, three, or four students and are supplied with all necessary furnishings except towels, sheets, pillow-slips, blankets, and heavy bed coverings. All undergraduates from out of town are expected to live in the dormitories and no student under twenty-one is permitted to live outside of the dormitories unless with near relatives. Special arrangement may be made with the Dean by an older woman who wishes to live in town. Graduate students will be welcomed in the dormitories and special regulations will be made for their convenience. Heads of the halls, with the coöperation of the Student Council, have general charge of the social life of the halls.†

*The Union.* Connected with the dormitories by arcades is the Union, which includes dining rooms for students and faculty, a lounge, and other rooms for various student activities.

*The Library.* The University has recently erected a beautiful library especially for the use of undergraduate women. All books for freshmen and sophomore work and many books for more advanced study and for general reading will be available, although for research and for certain advanced courses the students will use the University library on the west campus. An attractive feature of the library will be the Browsing Room, comfortably furnished, where students may find on open shelves the newest books in various fields.

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\* For requirements for admission, see p. 27 ff.

† For general regulations concerning conduct, see p. 102 ff.



*Health.* A physician's certificate of health and vaccination, blanks for which will be sent to every applicant, must be presented before admission. On entering the college and thereafter at stated intervals every student is given a careful examination by the resident physician and by members of the department of Physical Education.\* The college has its own resident nurse and its students have full privileges in the use of the University Hospital.†

*Expenses.* The tuition, matriculation, library, hospital, and other fees are the same in the Woman's College as in Trinity College.‡ Other specified expenses are as follows:\*\*

Room rent	<i>Per Semester</i>
Single rooms .....	\$ 75.00
2-room suite for 2 students .....	75.00
2-room suite for 3 students .....	62.50
2-room suite for 4 students .....	50.00
Double room, per semester .....	50.00
Board .....	112.50

Practice pianos may be rented at a reasonable rate per semester. Other expenses will vary with the individual but should not be heavy. Resident students are not allowed to have automobiles with them at college.

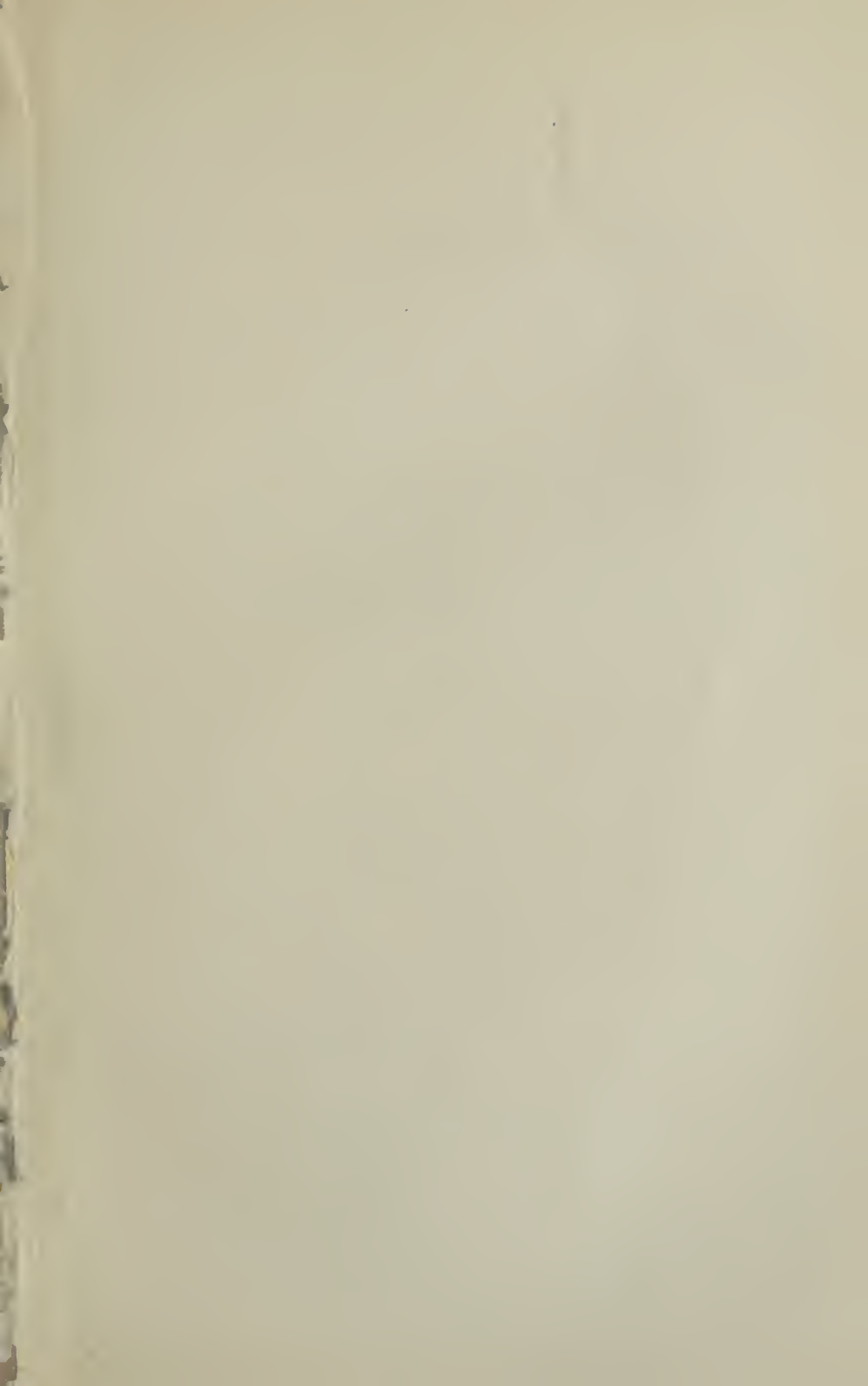
There are a few positions open to women who wish to earn part of their expenses. These include service as waitresses in the dining-rooms, various kinds of work in the dormitories such as answering telephone calls, occasional work in the library, typing, or stenographic work.

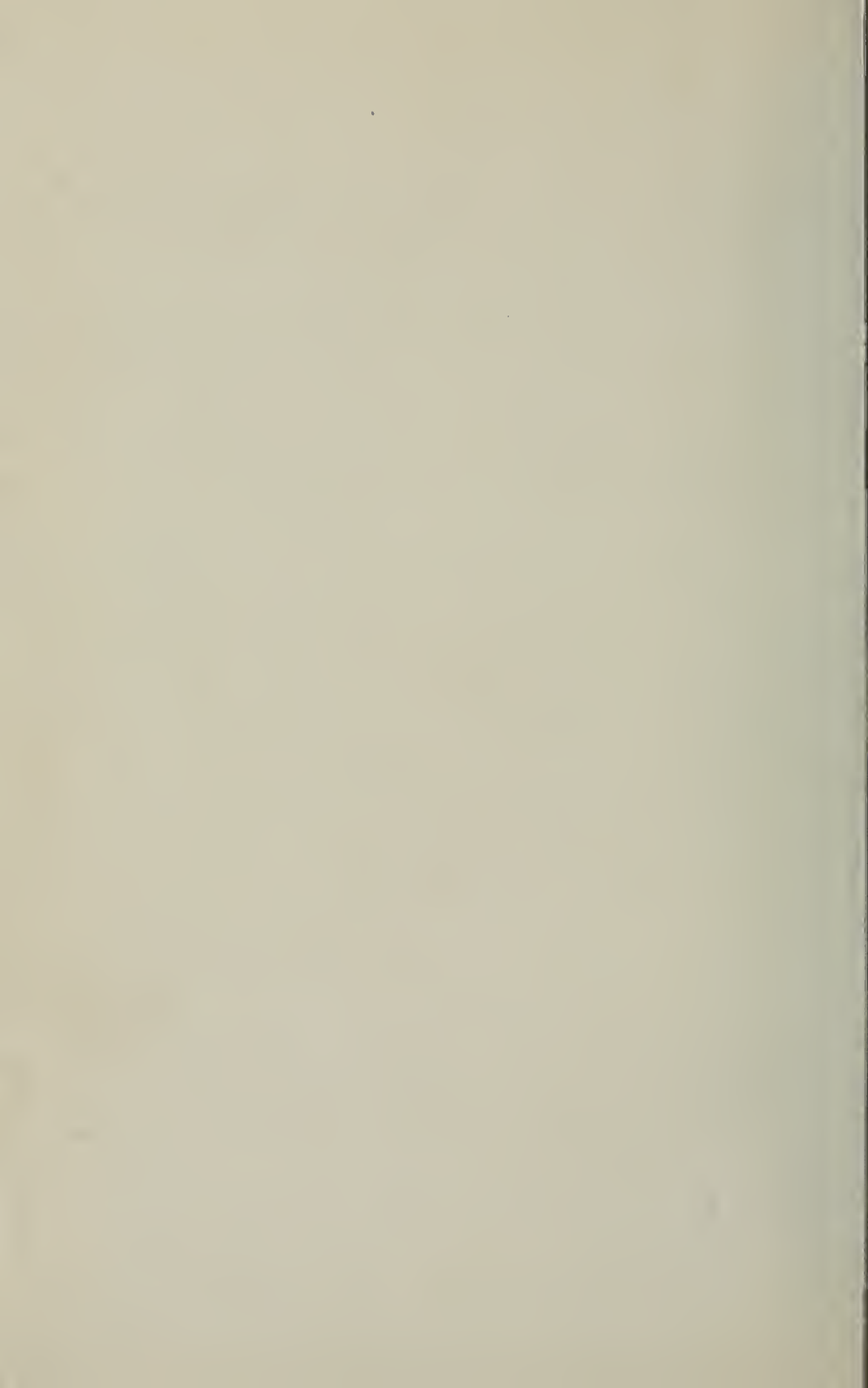
\* For requirements in Physical Education, see pp. 100-101.

† See page 110.

‡ For details, see pp. 111-113.

\*\* Room and board are payable quarterly, the first payment being due at the time of matriculation. The other installments are due on December first, February first, and April first respectively.





# BULLETIN OF DUKE UNIVERSITY

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L. 2

APRIL, 1930

No. 4

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DEPARTMENTS OF ENGINEERING  
(Trinity College)



1929-1930  
ANNOUNCEMENTS FOR 1930-1931

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PUBLISHED BY DUKE UNIVERSITY  
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE, AND OCTOBER  
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.  
UNDER ACT OF AUGUST 24, 1912

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## ANNUAL CATALOGUES AND BULLETINS

For general catalogue of Duke University apply to *The Secretary*, Duke University, Durham, N. C.

For catalogue on Undergraduate Instruction, apply to *The Secretary*, Duke University, Durham, N. C.

For catalogue on The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

For bulletin on The School of Religion, apply to *The School of Religion*, Duke University, Durham, N. C.

For bulletin on The Department of Engineering, apply to *The Secretary*, Duke University, Durham, N. C.

For bulletin on The Summer Schools, apply to *The Director of the Summer Schools*, Duke University, Durham, N. C.

For bulletin of The School of Medicine, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

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# DUKE UNIVERSITY



## DEPARTMENTS OF ENGINEERING

(Trinity College)

1929-1930

ANNOUNCEMENTS FOR 1930-1931

DURHAM, NORTH CAROLINA

1930





## UNIVERSITY CALENDAR

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1930

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|-------|---|
| June  | 7. Saturday—Registration of local students for Summer School, first term.   |
| June  | 9. Monday—Registration of students for Summer School, first term.   |
| June  | 10. Tuesday—Instruction begins for Summer School, first term.   |
| July  | 4. Friday—Independence Day—A holiday.   |
| July  | 18-19. Friday, Saturday—Final Examinations for Summer School, first term.   |
| July  | 21. Monday—Instruction begins for Summer School, second term.   |
| Aug.  | 27-28. Wednesday, Thursday—Final Examinations for Summer School, second term.   |
| Sept. | 17. Wednesday, 9 A.M.—Assembly for all Freshmen. Freshmen orientation program begins.<br>10 A.M.—Entrance examinations for students not admitted by certificate.        |
| Sept. | 20. Saturday, 4 P.M.—First regular faculty meeting of the academic year.  |
| Sept. | 22. Monday—Freshmen instruction begins.   |
| Sept. | 23. Tuesday—Registration and matriculation of new students with advanced standing.  |
| Sept. | 24. Wednesday—Formal opening of college. Registration of matriculated students.   |
| Sept. | 25. Thursday—Recitations for Sophomores, Juniors, and Seniors begin.  |
| Sept. | 25-26-27. Thursday, 9 A.M. to 1 P.M., 2:30 P.M. to 4 P.M., Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students. |
| Nov.  | 11. Tuesday—Armistice Day—Part holiday—Public exercises.  |
| Nov.  | 19-22. Wednesday, Thursday, Friday, and Saturday—Mid-semester examinations.   |
| Nov.  | 27. Thursday—Thanksgiving Day—A holiday.  |
| Dec.  | 11. Thursday—Duke University Day—Not a holiday.   |
| Dec.  | 22. Monday, 1 P.M.—Christmas recess begins.   |

1931

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|------|--|
| Jan. | 3. Saturday, 8:30 A.M.—Instruction is resumed. |
| Jan. | 21. Wednesday—Mid-year examinations begin.     |

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|------|--------|--|
| Jan. | 31.    | Saturday—Last day for matriculation for second semester.   |
| Feb. | 2.     | Monday—Second semester begins.   |
| Feb. | 2.     | Monday—Last day for submitting subjects for graduating orations.   |
| Feb. | 23.    | Monday—A holiday—Civic Celebration in honor of Washington's birthday.  |
| Mar. | 25-28. | Wednesday, Thursday, Friday, and Saturday—Mid-semester examinations.   |
| Apr. | 1.     | Wednesday—Last day for submitting orations for Wiley Gray Contest.   |
| Apr. | 2.     | Thursday, 4 P.M.—Easter recess begins.   |
| Apr. | 7.     | Tuesday, 8:30 A.M.—Instruction is resumed.   |
| May  | 1.     | Friday—Last day for selection of courses for ensuing year.   |
| May  | 28.    | Thursday—Final examinations begin.   |
| June | 7.     | Sunday—President's address to graduating class.  |
| June | 8.     | Monday—Annual meeting of the Board of Trustees.  |
| June | 8.     | Monday—Annual meeting of the Alumni and Alumnae Councils.  |
| June | 8.     | Monday evening—Graduating orations.  |
| June | 9.     | Tuesday morning—Commencement sermon.   |
| June | 9.     | Tuesday—Alumni Day—Class Reunions.<br>Afternoon—Alumni Address—meeting of the Alumni Association.<br>Afternoon—Alumnae Address—meeting of the Alumnae Association. |
| June | 9.     | Tuesday evening—Reception in honor of the graduating class.  |
| June | 10.    | Wednesday morning—Commencement address; graduating exercises.  |
| June | 10.    | Wednesday afternoon at sunset—Lowering of the Flag by the graduating class.  |

## ADMINISTRATIVE OFFICERS

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WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.	
<i>President of the University</i>	Duke University Campus
ROBERT LEE FLOWERS, A.M., LL.D.	Duke University Campus
<i>Secretary and Treasurer of the University</i>	
WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.	
<i>Dean of the University</i>	402 Buchanan Boulevard
HERBERT JAMES HERRING, A.B., A.M.	Ambassador Apartments
<i>Assistant Dean of the College</i>	
DEAN MOXLEY ARNOLD, B.S., A.M.	Faculty Apartments
<i>Assistant Dean for Freshmen</i>	

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## INSTRUCTIONAL STAFF

HAROLD CRUSIUS BIRD, Ph.B., C.E.	2415 Club Boulevard
<i>Professor of Civil Engineering,</i>	
<i>Head of Department of Civil and Mechanical Engineering</i>	
WILLIAM HOLLAND HALL, A.B., A.M., B.C.E., M.S.C.E.	Faculty Club
<i>Professor of Engineering</i>	
SAMUEL RAYMOND SCHEALER, E.E., M.S.	Hope Valley
<i>Professor of Electrical Engineering,</i>	
<i>Head of Department of Electrical Engineering</i>	
WALTER JAMES SEELEY, E.E., M.S.	1305 B. St.
<i>Professor of Electrical Engineering.</i>	

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*Instructor in Mechanical Engineering*

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WILLIAM WHITFIELD ELLIOTT, B.A., M.A., Ph.D.	Faculty Club
<i>Professor of Mathematics</i>	
WALTER KIRKLAND GREENE, A.B., A.M., Ph.D.	314 W. Trinity Ave.
<i>Professor of English</i>	
CHARLES CLEVELAND HATLEY, A.B., A.M., Ph.D.	
<i>Professor of Physics</i>	708 Buchanan Boulevard
FRANK KIRBY MITCHELL, A.B., A.M.	214 Swift Ave.
<i>Associate Professor of English</i>	
KARL BACHMAN PATTERSON, A.B., A.M.	1024 Monmouth Ave.
<i>Assistant Professor of Mathematics</i>	

ROBERT NORTH WILSON, A.B., M.S.  
*Professor of Chemistry*

822 Third St.

BENJAMIN ULYSSES RATCHFORD, A.B., A.M.  
*Instructor in Economics*

113 Faculty Apartments

JOHN HERMAN SHIELDS, A.B., A.M.  
*Instructor in Accounting*

1007 W. Trinity Ave.

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Assisted by members of general faculty, listed in General Catalogue.

### ENGINEERING COURSES OFFERED

Duke University through the departments of engineering of Trinity College now offers standard four-year courses in civil and electrical engineering, and will in 1930-31 offer a course in mechanical engineering to which Freshmen will be admitted in 1930.

The University is situated most advantageously to offer courses in these departments. The South and, in particular, the Piedmont section of North Carolina is rapidly becoming industrialized. Many industries from the North are being moved to this section because of the cheap and abundant hydro-electric power, and North Carolina's progress in building excellent highway systems, in erecting large hotels and office buildings, in city planning, in installing new municipal water and sewerage systems, and especially, in developing its water power resources, is known throughout the country.

Along with this development, Duke University—through the great foundation set up by Mr. James B. Duke in 1924—is expanding from a relatively small college into a great university. By the Fall of 1930 a large part of the University will be occupying the new buildings erected on a 4500 acre campus about a mile to the westward of the present Trinity College campus. In this comprehensive building program the students in engineering have excellent opportunities to study steel construction, reinforced concrete, sewers, steam and water systems, highway building, modern lighting systems, and methods of electric power distribution.

The entire curricula in civil and electrical engineering have been recently revised and conform very closely to the standards set up by the Society for the Promotion of Engineering Edu-

cation. The fundamentals of all engineering, such as English, mathematics, chemistry, physics, drawing, mechanics, strength of materials, and hydraulics are emphasized. About forty semester-hours are devoted to the major engineering group. The need for engineers to fill administrative positions is recognized by giving the student opportunity to elect subjects in the department of economics and business administration. The curriculum has been planned to prepare men for professional work in civil and electrical engineering—especially design and construction. The rigorous training of an engineering curriculum with proper courses in the department of business administration, affords an excellent preparation for business where men with the engineering type of training are required.

The entire engineering staff hold graduate degrees from leading universities and were chosen particularly for their ability to teach. Instruction is given in small sections, insuring personal attention. The laboratory is used to supplement the class-room and at present the same instructor carries his class through both the class-room and laboratory work, which is only possible where the classes are limited in size.

Engineering students are in every sense a part of the student body of Duke University, enjoying the general advantages of the University and being subject to the general rules and regulations.

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Selection of engineering students will be made on the basis of character, high school record, and results of placement tests held during Freshman Week. Candidates for the engineering courses should review their mathematics before taking these tests.

### EQUIPMENT

The Civil Engineering Laboratories are now located in the Asbury Building and the basement of the Science Building. The heavier equipment, consisting of a 50,000 pound universal testing machine, a 100 ton hydraulic press, abrasion machine, diamond core drill, diamond saw and lap, impact machine—for use in strength of materials and highway testing—is located in the Science Building. The lighter equipment, consisting of a Beggs deformeter, electric calculating machine, surveying instruments of the latest types, apparatus for stream flow meas-



urements and complete equipment for the testing of cement and bituminous materials, is located in the Asbury Building. Complete equipment for the testing of water and sewage will be installed during the coming year.

Two well-lighted Drawing Rooms with up-to-date furniture are located in the Asbury Building.

The Electrical Engineering Machinery Laboratory, located in the basement of Asbury Building, receives its electric power from the Duke Power Company over a 2300 volt, 60 cycle, three-phase line. The laboratory equipment includes a  $17\frac{1}{2}$  K.W., A.C. to D.C. motor-generator set for supplying the laboratory with direct current, three direct connected D.C. to D.C. motor-generator sets, two D.C. to A.C. belted sets, a G.E. sine wave motor-generator set, a Westinghouse phase displacement dynamometer, a General Electric type A.C.P.C. synchronous converter, for one-, two-, three-, or six-phase operation, a self-starting single-phase battery charging converter, numerous single-phase constant potential transformers, a three-phase transformer, a constant current transformer equipped with a typical load of series street lamps, a three-phase induction regulator, numerous loading devices both electrical and mechanical, and a number of miscellaneous D.C. and A.C. motors and generators. In addition the equipment includes a complete line of measuring instruments for general testing purposes and an oscillograph for viewing and photographing wave forms.

The High Frequency Laboratory, also located in Asbury Building, contains apparatus for carrying out experiments at both audio and radio frequencies. Oscillators are available for generating alternating currents varying in frequency from 60 cycles to 75,000 cycles per second. An impedance bridge for both audible and carrier frequencies, and appropriate detectors and amplifiers are available for making measurements on filters and various circuit combinations. There are standards of resistance, inductance and capacitance; vacuum tube apparatus for determining characteristics of all types of tubes; and auxiliary apparatus for the determination of circuit constants at radio frequencies. Amateur radio station W4HP is maintained in connection with this laboratory.

Mechanical Engineering Laboratories. Plans are now under way for the purchase of suitable equipment to provide for the courses in Mechanical Engineering.

The Engineering Departmental Library of approximately one thousand volumes of modern engineering texts, in addition to approximately five hundred bound volumes of periodicals, supplemented by the main University Library, offers ample opportunity for reference. With generous annual appropriations this library is rapidly expanding to provide for research requirements.

# ADMISSION TO COLLEGE

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## GENERAL REGULATIONS

Applicants able to submit certificates of proficiency in subjects accepted for admission to the freshman class from schools whose work has been approved by the University will be admitted without examination, provided these certificates are properly made out on the regular blank provided by the University, signed by the school principal, and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes. Unless admitted on certificate, every candidate for admission will be examined on the required subjects.

Entrance examinations for the admission of new students will be held on the dates announced in the calendar of the University. All students applying for admission must appear before the Committee on Admission on Wednesday, September 17. Wednesday, September 17, Thursday, September 18, Friday, September 19, and Saturday, September 20, will be devoted to the registration, sectioning, and classification of new students. The first part of this period is devoted to placement tests and to qualifying examinations in English, mathematics, and foreign languages for all Freshmen. Students whose certificates have not been accepted take entrance examinations at this time.

New students with advanced standing from other institutions are requested to appear before the Committee on Admission, Tuesday, September 23. Students who register and matriculate later than the dates named in the University calendar must pay the Treasurer five dollars for the privilege.

It is strongly recommended to parents and guardians that all applicants for admission to Duke University be successfully vaccinated against smallpox and typhoid fever before they enter.

## REQUIREMENTS FOR ADMISSION

The requirements for admission are defined in terms of units. A unit of credit is allowed for a subject of study pursued throughout an academic year at an accredited high school,

if the course has demanded five recitations a week and the prescribed amount of work has been satisfactorily completed. Credit for fifteen units is required for admission to all groups.

The subjects in which credit for admission to the University may be offered and the maximum amount of credit acceptable in each subject are given in the following table :

UNITS		UNITS	
English .....	4	Botany .....	1
Latin .....	4	Zoölogy .....	1
Greek .....	3	General Biology .....	1
German .....	3	Physical Geography .....	1
French .....	3	General Science .....	1
Spanish .....	3	Agriculture .....	2
Mathematics .....	4	Mechanical Drawing .....	2
History and Civics .....	4	Woodwork, Forging, and	
Physics .....	1	Machine Work .....	2
Chemistry .....	1	Household Economics .....	2
		Commercial Subjects .....	3

Minimum entrance credits of three units in English, one in history, three in mathematics, and four in foreign languages (either all in Latin or two in each of any two of the foreign languages accepted for admission, including Latin) are required of all applicants for candidacy for the bachelor of science degree. However, in case the fifteen units of credit for admission do not include the full requirements in foreign languages, the student is given an opportunity during his freshman year to make up the deficiency.

#### REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL OR ELECTRICAL ENGINEERING

The studies for the degree of bachelor of science are designed for students who are preparing for civil or electrical engineering as a profession and lead to the degree of bachelor of science in civil engineering (B.S. in C.E.), or bachelor of science in electrical engineering (B.S. in E.E.).

Either of these degrees requires one hundred and thirty-eight semester-hours of work. Six semester-hours of electives must be taken in the department of economics or political science. If a foreign language is elected it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

## CIVIL ENGINEERING

*Freshman Year*

FIRST SEMESTER		SECOND SEMESTER	
	S.H.		S.H.
Chemistry 1 .....	4	Chemistry 2 .....	4
English .....	3	English .....	3
Mathematics 10 .....	5	Mathematics 10 .....	5
Bible 1 .....	3	Bible 2 .....	3
Drawing 1 .....	2	Drawing 2 .....	2
Physical Education .....	R	Physical Education .....	R
	<hr/>		<hr/>
	17		17

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

*Sophomore Year*

English .....	3	English .....	3
Mathematics 25 .....	4	Mathematics 30 .....	4
Physics for Engineers 53 .....	5	Physics for Engineers 54 .....	5
Surveying 11 .....	2	Mechanics 6 .....	4
Descriptive Geometry 3 .....	2		
Physical Education .....	R	Physical Education .....	R
	<hr/>		<hr/>
	16		16

*Junior Year*

Electrical Eng. 153 .....	3	Hydrology 122 .....	3
Hydraulics 107 .....	4	Strength of Materials 108 .....	3
Materials 109 .....	2	Curves and Earthwork 112 .....	3
Highways 115 .....	2	Surveying 114 .....	3
Electives .....	6	Electives .....	6
	<hr/>		<hr/>
	17		18

*Senior Year*

Water Supply 123 .....	2	Sewerage 124 .....	2
Structures 131 .....	3	Structures 132 .....	4
Reinforced Concrete 133 .....	3	Masonry 134 .....	3
Railroad Engineering 117 .....	3	Highways 116 .....	2
Electives .....	6	Electives .....	6
	<hr/>		<hr/>
	17		17

## ELECTRICAL ENGINEERING

*Freshman Year*

FIRST SEMESTER		SECOND SEMESTER	
	S.H.		S.H.
Chemistry 1 .....	4	Chemistry 2 .....	4
English .....	3	English .....	3
Mathematics 10 .....	5	Mathematics 10 .....	5
Bible 1 .....	3	Bible 2 .....	3
Drawing 1 .....	2	Drawing 2 .....	2
Physical Education .....	R	Physical Education .....	R
	<hr/>		<hr/>
	17		17

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

*Sophomore Year*

English .....	3	English .....	3
Mathematics 25 .....	4	Mathematics 30 .....	4
Physics for Engineers 53 .....	5	Physics for Engineers 54 .....	5
Mechanism 81 .....	2	Mechanics 6 .....	4
Descriptive Geometry 3 .....	2		
Physical Education .....	R	Physical Education .....	R
	<hr/>		<hr/>
	16		16

*Junior Year*

Princ. of Elec. Eng. 151 .....	4	Princ. of Elec. Eng. 152 .....	4
Hydraulics 107 .....	4	Strength of Materials 8 .....	3
Differ. Equations 231 .....	3	Elec. Measurements .....	3
Thermodynamics 183 .....	3	Thermodynamics 184 .....	3
Electives .....	3	Electives .....	3
	<hr/>		<hr/>
	17		16

*Senior Year*

Direct Currents 155 .....	3	Electrical Machinery 154 .....	6
Alternating Currents 157 .....	3	Electric Power Stations 158 .....	3
Elec. Pow. Transmission 159 .....	3	High Freq. Currents 162 .....	3
High Freq. Currents 161 .....	3		
Electives .....	6	Electives .....	6
	<hr/>		<hr/>
	18		18



## DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING

ASBURY BUILDING

PROFESSORS BIRD, HALL, AND MR. \_\_\_\_\_

*With the exception of course 10, odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

## DRAWING

**1-2. Engineering Drawing.**—Orthographic projection, lettering, pictorial representation, intersections, and developments. **4 s.h.**

MESSRS. BIRD AND MR. \_\_\_\_\_

**3. Descriptive Geometry.**—Problems relating to point, line, plane, solid. Prerequisite, course 1-2. **2 s.h.**

MR. \_\_\_\_\_

## MECHANICS

**6. Mechanics.**—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, momentum. Prerequisite, Mathematics 25. **4 s.h.**

MR. BIRD

**107. Hydraulics.**—Hydrostatics; flow of water through orifices, weirs, pipes, and open channels; general principles of water wheels and turbines. Prerequisite, course 6. **4 s.h.**

MR. HALL

**108. Strength of Materials.**—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses; etc. Prerequisite, course 6. **3 s.h.**

MR. BIRD

**109. Materials of Engineering.**—Study and testing of materials. One class and one three-hour laboratory period weekly. **2 s.h.**

MR. BIRD

## CIVIL ENGINEERING

**10. Plane Surveying.**—Exercise in use of chain, tape, compass, level, transit, and plane-table; surveys and resurveys. Eight hours a day, three weeks. *Summer school.* **3 s.h.**

MESSRS. BIRD AND HALL

[For fee for this course, see bulletin of the Summer School.]

**11. Plane Surveying.**—Care and adjustment of instruments, differential and profile leveling, use of sextant, transit surveys. Prerequisite, 10. **2 s.h.**

MR. HALL

**112. Curves and Earthwork.**—Simple, compound, and easement curves, earthwork computations, and mass diagrams as applied to highway work; observations on Sun and polars for latitude, time, and azimuth. **3 s.h.**

MR. HALL

**114. Advanced Surveying.**—Field work in connection with course 112. Slope staking, earthwork, simple and compound curves; determination of meridian by observations on Polaris and Sun. Concurrent with course 112. **3 s.h.**

MR. HALL

**115. Highway Engineering.**—Location, construction, and maintenance of roads and pavements; dust prevention; road economics. **2 s.h.**

MR. HALL

**116. Highway Engineering.**—Testing of cement, sand, stone, gravel, and bituminous materials. **2 s.h.**

MR. HALL

**117. Railroad Engineering.**—Construction and maintenance of track and track-work, economics, operating conditions affecting location. **3 s.h.**

MR. BIRD

**122. Hydrology.**—Factors affecting precipitation, evaporation from land and water surfaces, relation of precipitation to run-off, estimating run-off, floods and flood flows, applications of hydrology. Prerequisite, course 107. **3 s.h.**

MR. HALL

**123. Public Water Supply.**—Quantity and quality of water required, hydraulics of wells, reservoirs, works for purification and distribution of water, tests and standards of purity of water for drinking purposes. Prerequisite, course 122. **2 s.h.**

MR. HALL

**124. Sewerage.**—Sewerage systems, rainfall and storm water flow, size of storm and sanitary sewers, sewage disposal. Prerequisite, course 122. **2 s.h.**

MR. HALL

**131. Steel Structures—Stresses.**—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges including sub-divided panels, wind bracing. Prerequisite, course 6. **3 s.h.**

MR. BIRD

**132. Steel Structures—Design.**—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, courses 108, 131. **4 s.h.**

MR. BIRD

**133. Reinforced Concrete.**—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, course 108. **3 s.h.**

MR. BIRD

**134. Masonry Structures.**—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisites, courses 108, 133. **3 s.h.**

MR. BIRD

**240. Indeterminate Structures.**—Introductory course dealing with the application of theory of least work, deflection, and rotation to indeterminate stresses. Problems are solved analytically, graphically, and by deformer. Prerequisite, course 131. **3 s.h.**

MR. BIRD

#### MECHANICAL ENGINEERING

**81. Elements of Mechanism.**—A short course covering revolving and oscillating bodies, drives, transmissions, gears, gear trains, cams, linkages, and miscellaneous composite mechanisms. Prerequisite, Freshman Mathematics. **2 s.h.**

Mr. ———

**183-184. Elementary Thermodynamics and Heat Engines.**—Introduction to the principles and applications of thermodynamics. A study of the properties of steam and the equipment for its generation and utilization, with some time spent on the internal-combustion engine. Inspection trips are made to neighboring power plants. Prerequisites, Physics 53-54. Mathematics 25, 30 (or concurrent). **6 s.h.** Mr. \_\_\_\_\_

## DEPARTMENT OF ELECTRICAL ENGINEERING

ASBURY BUILDING

PROFESSORS SCHEALER AND SEELEY

**151-152. Principles of Electrical Engineering.**—An elementary course covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. Prerequisites, Physics 53-54, Mathematics 25, 30 (or concurrent). **8 s.h.**

Mr. SEELEY

**153. Principles of Electrical Engineering.**—A short elementary course covering the principles of direct current and alternating current machinery, especially designed for students in civil engineering. Prerequisite, Physics 53-54. **3 s.h.**

Mr. SCHEALER

**155. Principles of Electrical Engineering: Advanced Direct Current Machinery.**—A study of the principles which underlie the design and operation of all types of direct current machinery. Prerequisites, course 151-152, Mathematics 25, 30. **3 s.h.**

Mr. SCHEALER

**157. Principles of Electrical Engineering: Advanced Alternating Currents.**—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course 151-152, Mathematics 25, 30. **3 s.h.**

Mr. SCHEALER

**154. Principles of Electrical Engineering: Advanced Alternating Current Machinery.**—The principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, parallel operation of alternators, polyphase and single phase induction motors, series and repulsion motors, synchronous converters, static transformers. Prerequisite, course 157. **6 s.h.**

Mr. SCHEALER

**159. Electric Power Transmission.**—A course of lectures and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of transmission line problems. Concurrent with course 157. Prerequisite, course 151-152. **3 s.h.**

Mr. SCHEALER

**156. Electric Railways.**—A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Prerequisites, courses 151-152, 155. **3 s.h.**

Mr. SCHEALER

**161-162. High Frequency Alternating Currents.**—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum tube circuits, wire and wireless telephone circuits. Prerequisite, Mathematics 231. **6 s.h.** Mr. SEELEY

**158. Electric Power Stations.**—A course of lectures and recitations pertaining to the design, construction and operation of electric power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; powdered fuel and stoker equipment; switchboards; instruments and protective devices; operation and management; visits to neighboring plants. Prerequisites, courses 151-152, 183-184. **3 s.h.**

Mr. SCHEALER

### REQUIRED NON-ENGINEERING SUBJECTS

**1-2. General Inorganic Chemistry.**—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. One lecture, two recitations, and three laboratory hours, throughout the year **8 s.h.**

PROFESSOR WILSON WITH PROFESSOR GROSS, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW, DR. HAUSER, DR. BOLICH, MR. SAYLOR, AND MESSRS. ELMORE, GILLESPIE, AND PRIEPKE

**1-2. English Composition and English Poetry.**—During the first semester the work of the course consists chiefly of composition; during the second term it is divided between the study of literature and writing. **6 s.h.**

ASSOCIATE PROFESSOR MITCHELL, MESSRS. JORDAN, BLACKBURN, PATTON, WARD, GREGORY, AND SUGDEN, AND MRS. VANCE

Students who receive a grade of 75 or more in the work of composition of both semesters and a grade of 75 or more in the work in literature are transferred on recommendation of their instructors to sections of English 5-6 for work in English during their sophomore year. Those whose grades in the work of composition of both semesters fall between 70 and 75 are transferred for work in English during their sophomore year to sections of English 3-4. Those students who do not earn a grade of 70 in composition during the first semester are required to continue the study of composition during the second semester; if they earn the passing grade of 70 or more in the work of composition at the end of the second semester, they receive credit for the first half-year of work, and during their sophomore year they do the work of the second semester of English 1-2. Students whose grades in the work of composition for both semesters fall below 70 must repeat the entire course during their second year.

**3-4. English Composition.**—A second course in composition for Sophomores. **6 s.h.** MR. JORDAN

Students who are required to take English 3-4 may take English 5-6 as an elective.

**5-6. Prose Literature.**—This course consists of a reading and study of selected works of the best writers of prose. Lectures are given on the lives of the authors studied, the periods of literary history, and the origin and growth of the various types of prose literature. Special emphasis is placed upon the study of biography. **6 s.h.**

PROFESSOR GREENE, MESSRS. BLACKBURN AND  
PATTON, AND MRS. VANCE AND MRS. WHITE

English 5-6 or 3-4 is required of all Sophomores; English 5-6 is open as an elective to all undergraduates who do not take it as a required course. Sophomores who passed English 1-2 with recommendation to sections of English 5-6 may take 3-4 as their required English in their second year and carry English 5-6 as an elective. English 5-6 or its equivalent is required of all students who do their major work in English.

**10. Engineering Mathematics.**—This course, including College Algebra, Plane Trigonometry, and Plane Analytic Geometry, is given especially for engineering students. **10 s.h.** STAFF

**25. Differential Calculus.**—*Each semester.* **4 s.h.** STAFF  
Prerequisite, course 10.

**30. Integral Calculus.**—*Each semester.* **4 s.h.** STAFF  
Prerequisites, courses 10 and 25.

**231. Differential Equations.**—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. **3 s.h.** PROFESSOR ELLIOTT

Prerequisite, course 30.

**53-54. Physics for Engineers.**—A course in general physics which gives special emphasis to engineering problems. Open to Sophomores who have completed trigonometry. Four hours recitation and three hours laboratory. **10 s.h.**

PROFESSOR HATLEY AND ASSISTANT PROFESSOR COLLINS

### RECOMMENDED ELECTIVE SUBJECTS

**1. Principles of Economics.**—This course must be taken by all students planning to elect further courses in economics and business administration. **6 s.h.** PROFESSORS HOOVER AND HAMILTON, AND ASSISTANT

PROFESSORS ROBERTS, GRAY, AND LANDON, AND  
MESSRS. HARVILL AND SMITH

**7. First-Year Accounting.**—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. **6 s.h.**

PROFESSOR COTTON AND MESSRS. SHIELDS AND WHITMAN



**104. Corporation Finance.**—A study of the growth of corporations, their organization and securities; methods of financing; problems connected with the management of capital and the distribution of earnings; the promotion and financing of corporate consolidations; corporate insolvency and reorganization. *First semester. 3 s.h.* MR. RATCHFORD  
Prerequisite, course 1.

**106. Railway, Ocean, and Inland Waterway Transportation.**—History of the development of railways in the United States. Railway organization and finance; traffic management; federal and state regulation of railroads; the present status of the railroad problem. Inland water transportation. Ocean transportation. Collateral reading and the preparation of term papers are required. **3 s.h.** MR. HARVILL  
[Not offered in 1930-31]

**178. Business Law.**—The fundamental principles of law as applied to common business transactions. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corporations, and bankruptcy. Textbook: Bays, *Business Law*. Casebook: Bays, *Cases on Commercial Law*. Required of Seniors in the Business Administration group. **6 s.h.** ASSISTANT PROFESSOR TOWE

**151. Public Speaking.**—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. **3 s.h.**  
MR. HERRING

**152. Argumentation.**—A course dealing with the principles of argumentation and debating with special emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. **3 s.h.**  
MR. HERRING

**51. General Bacteriology.**—Laboratory and lectures. **4 s.h.**  
MR. BLOMQUIST

**101. Introduction to Psychology: General Principles.**—Lectures, demonstrations, prescribed reading and reports. **3 s.h.**  
PROFESSOR McDOUGALL AND DRs. RHINE AND ZENER

**101-102. General Sociology.**—An introduction to the scientific study of social life, its origin, evolution, and organization, as illustrated by a number of concrete social problems. **6 s.h.** PROFESSOR ELLWOOD



## FEES AND EXPENSES

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The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until his fees have been paid.

### GENERAL FEES

Matriculation, per semester.....	\$25.00
Tuition, per semester.....	75.00
Room rent, per semester (two in room).....	62.50
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester.....	5.00
†Damage fee, payable annually at the time of first registration.....	1.00
Medical fee, payable annually at beginning of the second semester.....	2.00
Library fee, per semester.....	5.00
Commencement fee, payable annually at the beginning of the second semester.....	3.00
Publication fee:	
First semester.....	2.50
Second semester.....	3.00
Diploma fee, payable by candidates for degrees at the beginning of the second semester; refunded if the diploma is not awarded.....	5.00

For further information concerning room regulations, etc., see Undergraduate Catalogue.

### LABORATORY FEES

Botany 1 and 2.....	\$2.50
Botany 51 and 151.....	5.00
Botany 52, 101, 102, 111, 112, and 52.....	2.00
Botany 201.....	4.00
Chemistry 1, 2, 21, 30, 41, 261, 262, 215, 216, 231, 232, 240, and 260....	6.00
Chemistry 151, 152, 241, 244, 253, 254, and 256.....	7.50
Civil Engineering 10—See Summer School catalogue.	
Civil Engineering 11, 114.....	1.00
Electrical Engineering 151, 152, 153, 154, 155, 161, and 162.....	2.00
Physics, all courses.....	2.00
Zoölogy, all courses (except 1 and 2).....	3.00
Zoölogy 1 and 2.....	2.50

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† Any surplus remaining in this fund at the end of a year is applied to some student activity.

**ESTIMATED EXPENSES FOR AN ACADEMIC YEAR**

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual. The following table gives the necessary college expenses for one year.

	LOW	MODERATE	LIBERAL
Tuition .....	\$150.00	\$150.00	\$150.00
Matriculation .....	50.00	50.00	50.00
Room-Rent .....	100.00	125.00	150.00
Board .....	225.00	225.00	225.00
Laundry .....	20.00	25.00	30.00
Books .....	22.50	30.00	45.00
Commencement Fee .....	3.00	3.00	3.00
Library Fee .....	10.00	10.00	10.00
Athletic Fee .....	10.00	10.00	10.00
Damage Fee .....	1.00	1.00	1.00
Medical Fee .....	4.00	4.00	4.00
Publication Fee .....	5.50	5.50	5.50
Total.....	\$601.00	\$638.50	\$683.50

Students who hold scholarships or other exemption from tuition will deduct one hundred and fifty dollars from the above totals.

**DORMITORIES**

On the west campus there are three groups of dormitories, each group forming a quadrangle enclosing a court. For the present these groups of dormitories are designated as A, B, and C. They contain ample rooming quarters for all the men students.

**BOARDING ACCOMMODATIONS**

Beginning with the academic year 1930-31 the University will open its dining hall in the Union on the west campus with accommodations sufficient to provide in a superior way for all resident men students. It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed \$25.00 per month.

The Union is the logical center of student activities for men and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining halls a Coffee Shop will be operated for the convenience of students and visitors.











# BULLETIN OF DUKE UNIVERSITY

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VOL. 2

APRIL, 1930

No. 4

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## SCHOOL OF RELIGION



1929-1930

ANNOUNCEMENTS FOR 1930-1931

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PUBLISHED BY DUKE UNIVERSITY

IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE, AND OCTOBER

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UNDER ACT OF AUGUST 24, 1912

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## ANNUAL CATALOGUES AND BULLETINS

For general catalogue of Duke University apply to *The Secretary*, Duke University, Durham, N. C.

For catalogue of Undergraduate Instruction, apply to *The Secretary*, Duke University, Durham, N. C.

For catalogue of The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

For bulletin of The School of Religion, apply to *The Registrar of the School of Religion*, Duke University, Durham, N. C.

For bulletin of The Department of Engineering, apply to *The Secretary*, Duke University, Durham, N. C.

For bulletin of The Summer Schools, apply to *The Director of the Summer Schools*, Duke University, Durham, N. C.

For bulletin of The School of Medicine, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

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BULLETIN  
OF  
DUKE UNIVERSITY



SCHOOL OF RELIGION

1929-1930

ANNOUNCEMENTS FOR 1930-1931

DURHAM, NORTH CAROLINA

1930

## CALENDAR

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1930

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|-------|--|
| Sept. | 25. Thursday, 4 P.M.—First regular faculty meeting.                    |
| Sept. | 26-27. Friday and Saturday—Matriculation and registration of students. |
| Sept. | 29. Monday, 8:30 A.M.—Instruction begins.                              |
| Sept. | 30. Tuesday, 11 A.M.—Formal opening exercises.                         |
| Oct.  | 15. Wednesday—Fall retreat.  |
| Nov.  | 1. Saturday—Last day for submitting subject for B.D. thesis.           |
| Nov.  | 11. Tuesday—Armistice Day—Part holiday—Public exercises.               |
| Nov.  | 27. Thursday—Thanksgiving Day—A holiday.                               |
| Dec.  | 11. Thursday—Duke University Day—Not a holiday.                        |
| Dec.  | 22. Monday, 1 P.M.—Christmas recess begins.                            |

1931

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| Jan. | 3. Saturday, 8:30 A.M.—Instruction is resumed.                                  |
| Jan. | 21. Wednesday—Mid-year examinations begin.                                      |
| Jan. | 30-31. Friday and Saturday—Matriculation and registration for second semester.  |
| Feb. | 2. Monday—Second semester begins.   |
| Feb. | 23. Monday—A holiday—Civic celebration in honor of Washington's birthday.       |
| Apr. | 2. Thursday, 4 P.M.—Easter recess begins.                                       |
| Apr. | 7. Tuesday, 8:30 A.M.—Instruction is resumed.                                   |
| May  | 6. Wednesday—Spring retreat.  |
| May  | 15. Friday—Last day for submitting B.D. thesis.                                 |
| May  | 23. Thursday—Final examinations begin.  |
| June | 5. Friday, 4 P.M.—Dean's reception to graduating class.                         |
| June | 7. Sunday—President's address to graduating class.                              |
| June | 8. Monday evening—Graduating orations.  |
| June | 9. Tuesday morning—Commencement sermon.   |
| June | 9. Tuesday afternoon—Alumni address—Meeting of Alumni Association.              |
| June | 9. Tuesday evening—Alumni exercises.  |
| June | 10. Wednesday morning—Commencement address; graduating exercises.               |
| June | 10. Wednesday afternoon at sunset—Lowering of the Flag by the graduating class. |

## OFFICERS OF ADMINISTRATION

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WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.  
*President of the University*

ROBERT LEE FLOWERS, A.M., LL.D.  
*Vice-President in the Business Division, Secretary, and  
Treasurer of the University*

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.  
*Vice-President in the Educational Division of the University*

ELBERT RUSSELL, A.B., A.M., Ph.D.  
*Dean of the School of Religion*

PAUL NEFF GARBER, A.B., A.M., Ph.D.  
*Registrar of the School of Religion*

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## COMMITTEES OF THE FACULTY

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*Registration and Advanced Standing*—The Registrar, the Dean, Professor Cannon.

*Public Exercises*—Dean Russell, Professors Branscomb, Garber, Hickman, Rowe.

*Library*—Professors Branscomb, Cannon, Godbey.

*Extension*—Professors Hickman, Rowe, Stanbury.

*Representatives on Joint Committee on Junaluska School of Religion*—President Few, Dean Russell, Professor Garber.



## OFFICERS OF INSTRUCTION

---

ELBERT RUSSELL, A.B., A.M., Ph.D.

*Dean of the School of Religion and Professor of  
Biblical Interpretation*

BENNETT HARVIE BRANSCOMB, A.B., B.A., M.A. (Oxon)

*Professor of New Testament*

PAUL NEFF GARBER, A.B., A.M., Ph.D.

*Registrar of the School of Religion and  
Professor of Church History*

JAMES CANNON, III, A.B., A.M., Th.B., Th.M.

*Ivey Professor of History of Religion and Missions*

ALLEN HOWARD GODBEY, A.M., Ph.D.

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FRANKLIN SIMPSON HICKMAN, A.B., A.M., S.T.B., Ph.D.

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GILBERT THEODORE ROWE, A.B., D.D., Litt.D.

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*Professor of Practical Theology*

HERSEY EVERETT SPENCE, A.B., A.M., B.D.

*Professor of Religious Education*

JESSE MARVIN ORMOND, A.B., B.D.

*Professor of Rural Sociology*

HIRAM EARL MYERS, A.B., S.T.B., S.T.M.

*Professor of English Bible*

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WILLIAM IVEY CRANFORD, A.B., Ph.D.

*Carr Professor of Philosophy*

CHARLES ABRAM ELLWOOD, Ph.B., Ph.D., LL.D.

*Professor of Sociology*

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LAWRENCE CALVIN LITTLE, A.B., A.M.

*Instructor in Religious Education*

JAMES FOSTER BARNES, A.B., A.M.

*Instructor in Church Music*

# SCHOOL OF RELIGION IN DUKE UNIVERSITY

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## HISTORICAL STATEMENT

The present Duke University has been gradually developed from a simple beginning in a local school established in the northwestern part of Randolph County, North Carolina, in 1838. This school was enlarged in 1840 and named Union Institute. In 1841 it was incorporated as Union Institute Academy by the legislature of North Carolina. Under the leadership of President Braxton Craven, the academy grew into an institution chartered as Normal College in 1851. An amendment to the charter in November, 1852, authorized Normal College to grant degrees, and two students were graduated in 1853 with the degree of bachelor of arts.

In 1859 the charter of Normal College was amended to place the institution under the control of the Methodist Episcopal Church, South, and the name was changed to Trinity College. Dr. John Franklin Crowell became president of Trinity College in 1887. The most important achievement of his administration was the removal of the college to Durham, North Carolina, which was accomplished by September, 1892.

President Crowell resigned in 1894 and was succeeded by the Reverend John Carlisle Kilgo, D.D. During President Kilgo's administration the endowment of Trinity College was greatly increased, the Library and other important buildings were erected, and notable progress was made in increasing the variety and improving the quality of the courses of instruction. A School of Law was established in 1904 by the gift of Messrs. James B. and Benjamin N. Duke. In 1910 President Kilgo was succeeded by Dr. William Preston Few.

Trinity College has experienced a great expansion in faculty, endowment, buildings, and equipment during President Few's administration. In December, 1924, Mr. James B. Duke established a \$40,000,000 trust fund for educational and charitable purposes. Trinity College accepted the terms of the indenture of trust on December 29, 1924, and on the following day the name of the institution was changed to Duke University.

Mr. Duke's death in 1925 was followed by the announcement of munificent provisions in his will for the development of the University which bears his family name.

### SCHOOL OF RELIGION

Trinity College was established by Christian men for the purpose of providing education for young men and women under distinctively Christian auspices. There has been no departure from this clearly defined aim. On the contrary there has been ever-increasing emphasis placed upon this feature of the work of the college, especially in the provision in the curriculum for a great variety of courses on the Bible and other religious subjects.

Through the gift of Mr. James B. Duke, the School of Religion and its curriculum have been separated from the work of the Department of Religion in Trinity College. Among those for whom his gift was intended Mr. Duke placed ministers first. He felt sure that his native state of North Carolina stood in need first of a better educated and more efficiently trained ministry. The organization of the School of Religion of Duke University, the first of the professional schools to start its work, is the carrying out of this intention on the part of Mr. Duke. The work of the School began with the academic year 1926-27, though the exercises formally opening the School were not held until November 9, 1926.

Duke University retains the same close relationship which Trinity College always held to the Conferences in North Carolina of the Methodist Episcopal Church, South. This legal relationship has always been broadly interpreted. Members of all other Christian denominations, as well as Methodists, will be made to feel welcome in the School of Religion and may be assured that the basis on which the work is conducted is broadly catholic and not narrowly denominational.

### THE PURPOSE OF THE SCHOOL OF RELIGION

Christian work has now expanded to the extent that it covers far more than the work of a preacher or minister. The School of Religion of Duke University purposes to offer training for all types of Christian service. This will include missionaries, teachers of Bible and other religious subjects in the

schools and colleges of the Church, directors of religious education, and social workers. In the future it is planned to fit the courses more completely to the needs of these workers. Still it must be kept clear that the minister in charge of a church, who is placed before the people to preach the Gospel of Christ, is the center and key to the whole problem of Christian work in the church. It is felt with strong conviction that the training of all Christian workers should be maintained on a high level. Consequently this School of Religion is organized on a strictly graduate basis. It is sincerely hoped that the standard thus set may increasingly influence the type of men and women entering Christian work and may lead them to demand the best of themselves in the prosecution of the work of Christ among men.

#### **RELATION OF THE SCHOOL OF RELIGION TO DUKE UNIVERSITY**

As one of the coördinate schools of Duke University, the School of Religion is in closest touch with the other schools, particularly with Trinity College and with the Graduate School. Correspondence is invited from those who are interested in the possibility of securing degrees other than that of Bachelor of Divinity, which is granted upon recommendation of the faculty of the School of Religion. Seniors in Trinity College are admitted to certain courses in the School of Religion. Various privileges of Duke University are open to students of the School of Religion. Students in the School of Religion are expected to take part in the religious and social life of the University campus and to share in athletic interests and activities.

#### **REQUIREMENTS FOR ADMISSION**

Candidates for matriculation must be graduates of colleges of recognized standing. They will be admitted without examination on presentation of an official transcript of all college credits and such other credits as they may have secured. This applies to students coming from foreign countries as well as to students from institutions in the United States. They must satisfy the faculty as to their Christian character and purpose. To this end a letter regarding a student's character and purpose from the pastor of his home church, a church official, or

some faculty member in the college where he did his undergraduate work, should be presented at the time of admission. Women will be admitted on the same conditions as men.

### **ADMISSION TO ADVANCED STANDING**

Students coming from colleges where departments of religion are maintained may be admitted to advanced courses in departments of the School of Religion in which they have done previous work as undergraduates. After one semester in residence, completing at least twelve semester-hours of work, students may make application to the faculty of the School of Religion for credit toward the Bachelor of Divinity degree for courses of senior-graduate rank taken as undergraduates.

### **PART TIME SCHEDULES**

Students who are not giving full time to their studies in the School of Religion may carry only limited schedules of class work.

### **REQUIREMENTS FOR GRADUATION**

The degree of Bachelor of Divinity will be conferred by Duke University on students in the School of Religion who satisfactorily complete the prescribed course of study, which consists of ninety semester-hours of work and a thesis. The course is planned to cover three years, of two semesters each, and students are urged to plan to spend in their theological studies the full time thus designated. In no case will the degree of Bachelor of Divinity be conferred on a student until he has spent at least two full semesters in residence in the School of Religion, and has satisfactorily completed a minimum of twenty-four semester-hours of work.

### **THESIS**

A thesis is required of all candidates for the degree of Bachelor of Divinity. It shall be of such a character as shall evidence a knowledge of the methods of research and an ability to conduct independent investigations. It shall be written upon some topic in the major field of study. The subject of the thesis must be approved by the professor in charge of the major field, and filed with the Dean of the School of Religion on or before November 1 of the academic year in which it is expected that

the degree will be conferred. The thesis shall be prepared under the supervision and guidance of the professor in charge of the major field. No student shall be allowed to write his thesis *in absentia* except on the approval of the dean and the professor in charge of the thesis. In all such cases regular reports as to the progress of the thesis must be made to the professor in charge.

The thesis shall be read by a committee of three members of the faculty of the School of Religion, one of whom shall be the professor under whose direction the thesis has been written, and two other members appointed by the dean, one of whom shall be of a department other than that in which the thesis is written. Each candidate shall be examined orally on his thesis by the committee appointed to read it, said examination not to exceed one hour in length. The thesis must be satisfactory to a majority of the members of the examining committee, including the representative of the department in which the thesis was written.

Three bound typewritten copies of the thesis must be submitted to the Dean of the School of Religion on or before May 15 of the year in which the degree is to be conferred. Theses submitted after that date shall not be considered as fulfilling the requirements for graduation in that academic year.



# REQUIREMENTS FOR THE DEGREE OF BACHELOR OF DIVINITY

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## GENERAL REQUIREMENTS

A candidate for the degree of Bachelor of Divinity must complete satisfactorily forty-five semester-hours of required work. These general requirements are divided among the departments of instruction in the following manner:

Old Testament	6 s.h.
New Testament	9 s.h.
Christian Doctrine	6 s.h.
Church History	6 s.h.
Homiletics and Practical Theology	6 s.h.
Religious Education	6 s.h.
History of Religion and Missions	6 s.h.
	—
	45 s.h.

## MAJOR ELECTIVES

Each student must select a major field in which he shall elect twelve semester-hours. This choice must be made by the end of the Middle year. A student may major in any of the departments of the School of Religion. He may also major in English Bible. To do this, he must complete in addition to the required work in the departments of Old Testament and New Testament nine semester-hours in the department of Old Testament and six semester-hours in the department of New Testament, exclusive of language.

12 s.h.

## FREE ELECTIVES

Thirty-three semester-hours are designated as free electives. These are to be elected by the student, subject to the approval of the faculty.

33 s.h.

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90 s.h.

## REQUIRED COURSES AND ELECTIVES BY DEPARTMENTS

### OLD TESTAMENT

#### *General requirement:*

203-204. Introduction to the Old Testament	6 s.h.
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*Major and free electives:*

201-202.	Introductory Hebrew	6 s.h.
301.	Old Testament Theology	3 s.h.
302.	The Exegesis of Selected Books of the Old Testament	3 s.h.
305-306.	Pre-Mosaic Hebrew Religion	6 s.h.
307-308.	The Old Testament in Hebrew	6 s.h.
309-310.	Ancient Oriental History	6 s.h.

**NEW TESTAMENT***General requirement:*

213-214.	The Beginnings of Christianity	6 s.h.
311.	The Life and Teachings of Jesus	3 s.h.

*Major and free electives:*

211-212.	Hellenistic Greek	6 s.h.
217.	The New Testament in Greek	3 s.h.
218.	The Exegesis of Selected Books of the New Testament	3 s.h.
219.	Life of Paul	3 s.h.
312.	New Testament Theology	3 s.h.
313-314.	The Exegesis of Selected Books of the New Testament	6 s.h.
315.	Judaism at the Beginning of the Christian Era	3 s.h.
316.	Hellenistic Religions at the Beginning of the Christian Era	3 s.h.

**CHRISTIAN DOCTRINE***General requirement:*

321.	Introduction to the Science of Theology	3 s.h.
322.	The Content of Christian Doctrine	3 s.h.

*Major and free electives:*

221.	The Philosophy of Conduct	3 s.h.
222.	Christian Ethics	3 s.h.
223-224.	Idealism	6 s.h.
323.	Theology in Ancient and Medieval Christianity	3 s.h.
324.	Theology in Modern Christianity	3 s.h.
325.	Soteriology	3 s.h.
326.	Eschatology	3 s.h.

Additional courses for a major in this department are Old Testament 301 and New Testament 312.

**CHURCH HISTORY***General requirement:*

223.	Church History to the Reformation	3 s.h.
224.	The History of the Evangelical Movement	3 s.h.

*Major and free electives:*

333.	The Denominations in America: the Colonial Period	3 s.h.
334.	The Denominations in America: the National Period	3 s.h.
335.	Methodism	3 s.h.

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|---|--------|
| 336. Great Men of the Christian Church                  | 3 s.h. |
| 337. Protestantism and Catholicism in Europe since 1800 | 3 s.h. |

#### HOMILETICS AND PRACTICAL THEOLOGY

##### *General requirement:*

- |                                  |        |
|----------------------------------|--------|
| 341. Homiletics, and either      | 3 s.h. |
| 342. Sermon Construction, or     | 3 s.h. |
| 343. Psychology of Preaching, or | 3 s.h. |
| 344. History of Preaching, or    | 3 s.h. |
| 345. Pastoral Administration, or | 3 s.h. |
| 346. Pastoral Administration     | 3 s.h. |

##### *Major and free electives:*

- |                                     |        |
|-------------------------------------|--------|
| 251. The Church and Rural Sociology | 3 s.h. |
| 252. Rural Church Administration    | 3 s.h. |
| 255. Social Pathology               | 3 s.h. |
| 257. Principles of Sociology        | 3 s.h. |
| 342. Sermon Construction            | 3 s.h. |
| 343. Psychology of Preaching        | 3 s.h. |
| 344. History of Preaching           | 3 s.h. |
| 345-346. Pastoral Administration    | 6 s.h. |
| 348. Church Music and Religious Art | 3 s.h. |

#### RELIGIOUS EDUCATION

##### *General requirement:*

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|--|--------|
| 261. Administration and Supervision of Religious Education | 3 s.h. |
| 275. Introduction to the Psychology of Religion            | 3 s.h. |

##### *Major and free electives:*

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|--|--------|
| 262. Surveys, Tests, and Measurements              | 3 s.h. |
| 265. Curriculum of Religious Education             | 3 s.h. |
| 266. Religious Drama                               | 3 s.h. |
| 267. Religious Education in the Community          | 3 s.h. |
| 268. Materials of Character Education              | 3 s.h. |
| 269. Principles and Program of Character Education | 3 s.h. |
| 270. Religious Education in the Home               | 3 s.h. |
| 271. Research in Religious Education               | 3 s.h. |
| 272. Philosophy of Religious Education             | 3 s.h. |
| 273. Curriculum Construction                       | 3 s.h. |
| 276. Advanced Psychology of Religion               | 3 s.h. |
| 371. The Religious Experience of the Child         | 3 s.h. |
| 372. The Religious Experience of Youth             | 3 s.h. |
| 373. The Psychology of Mysticism                   | 3 s.h. |

#### HISTORY OF RELIGION AND MISSIONS

##### *General requirement:*

- |   |        |
|---|--------|
| 281. The Nature and Early Development of Religion, or | 3 s.h. |
| 282. Living Religions of the World, and either        | 3 s.h. |
| 283. Expansion of Christianity, or                    | 3 s.h. |
| 284. Principles of Missions                           | 3 s.h. |

*Major and free electives:*

281. The Nature and Early Development of Religion	3 s.h.
282. Living Religions of the World	3 s.h.
283. Expansion of Christianity	3 s.h.
284. Principles of Missions	3 s.h.
381. Leading Ideas of Religion (God, Sin, and Salvation)	3 s.h.
382. Leading Ideas of Religion (Future Life and Ethics)	3 s.h.
383. Buddhism	3 s.h.
384. Mohammedanism	3 s.h.
385. Christianity and World Movements	3 s.h.
386. Missionary Problems	3 s.h.

## DISTRIBUTION OF COURSES BY YEARS

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 JUNIOR YEAR

Old Testament	6 s.h.
New Testament	6 s.h.
Church History	6 s.h.

The remaining twelve semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theology, Religious Education, History of Religion and Missions, but not more than six semester-hours shall be taken in one department.

	12 s.h.
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	30 s.h.

## MIDDLE YEAR

New Testament	3 s.h.
Christian Doctrine	6 s.h.

The remaining twenty-one semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theology, Religious Education, History of Religion and Missions, major electives, free electives; but not more than twelve semester-hours shall be taken in one department.

	21 s.h.
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	30 s.h.

## SENIOR YEAR

In the Senior year the student must fulfill all general requirements not completed in the Junior and Middle years. The remainder of the work is elective.

	30 s.h.
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## COURSES OF INSTRUCTION

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### OLD TESTAMENT

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

**201-202. Introductory Hebrew.**—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. **6 s.h.**

PROFESSOR GODBEY

**203-204. Introduction to the Old Testament.**—The origin, literary form, and contents of the books of the Old Testament in their historical setting. **6 s.h.**

PROFESSOR RUSSELL

**301. Old Testament Theology.**—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. **3 s.h.**

PROFESSOR RUSSELL

**302. The Exegesis of Selected Books of the Old Testament.**—The books to be studied will be chosen from the following list: Job, Second Isaiah, Zechariah, the Psalms. The study will be based on the English text. **3 s.h.**

PROFESSOR RUSSELL

**305-306. Pre-Mosaic Hebrew Religion.**—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Hebrew required. **6 s.h.**

PROFESSOR GODBEY

**307-308. The Old Testament in Hebrew.**—Parts of the Pentateuch are read during the first semester. Selections from the Prophets are the basis for the study in the second semester. **6 s.h.**

PROFESSOR GODBEY

**309-310. Ancient Oriental History.**—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. **6 s.h.**

PROFESSOR GODBEY

### NEW TESTAMENT

**211-212. Hellenistic Greek.**—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. **6 s.h.**, provided the student takes New Testament 217-218 the following year.

PROFESSOR BRANSCOMB

**213-214. The Beginnings of Christianity.**—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. **6 s.h.**

PROFESSOR BRANSCOMB

**217. The New Testament in Greek.**—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. **3 s.h.** PROFESSOR BRANSCOMB

**218. The Exegesis of Selected Books of the New Testament.**—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. **3 s.h.** PROFESSOR RUSSELL

**219. Life of Paul.**—A study of Paul's life on the basis of the Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. **3 s.h.** PROFESSOR MYERS

[Not offered in 1930-31]

**311. The Life and Teachings of Jesus.**—Prerequisite, New Testament 213-214. **3 s.h.** PROFESSOR BRANSCOMB

**312. New Testament Theology.**—The teaching of the books of the New Testament in their historical development. Prerequisite, New Testament 311. **3 s.h.** PROFESSOR RUSSELL

**313. The Exegesis of Selected Books of the New Testament.**—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament 217, or its equivalent. **3 s.h.**

PROFESSOR RUSSELL

**314. The Exegesis of Selected Books of the New Testament.**—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament 213-214, or its equivalent. **3 s.h.**

PROFESSOR BRANSCOMB

**315. Judaism at the Beginning of the Christian Era.**—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214, or its equivalent. **3 s.h.**

PROFESSOR BRANSCOMB

[Not offered in 1930-31]

**316. Hellenistic Religions at the Beginning of the Christian Era.**—Prerequisite, New Testament 213-214. **3 s.h.** PROFESSOR RUSSELL

[Not offered in 1930-31]

## CHRISTIAN DOCTRINE

**221. The Philosophy of Conduct.**—See Philosophy 203, p. 88 of the catalogue of Undergraduate Instruction. **3 s.h.** PROFESSOR CRANFORD

**222. Christian Ethics.**—See Philosophy 204, p. 88 of the catalogue of Undergraduate Instruction. **3 s.h.** PROFESSOR CRANFORD

**223-224. Idealism.**—See Philosophy 205-206, p. 88 of the catalogue of Undergraduate Instruction. **6 s.h.** PROFESSOR CRANFORD



**321. Introduction to the Science of Theology.**—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. **3 s.h.** PROFESSOR ROWE

**322. The Content of Christian Doctrine.**—A comprehensive survey of the leading doctrines of Christianity in the light of the religious thought and experience of the present age. **3 s.h.** PROFESSOR ROWE

**323. Theology in Ancient and Medieval Christianity.**—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. **3 s.h.** PROFESSOR ROWE

**324. Theology in Modern Christianity.**—The history of Christian thought from the beginning of the Reformation to the present time. **3 s.h.** PROFESSOR ROWE

**325. Soteriology.**—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. **3 s.h.** PROFESSOR ROWE

[Not offered in 1930-31]

**326. Eschatology.**—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. **3 s.h.** PROFESSOR ROWE

[Not offered in 1930-31]

## CHURCH HISTORY

**233. Church History to the Reformation.**—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. **3 s.h.** PROFESSOR GARBER

**234. History of the Evangelical Movement.**—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. **3 s.h.** PROFESSOR GARBER

**333. The Denominations in America: the Colonial Period.**—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History 233-234. **3 s.h.** PROFESSOR GARBER

**334. The Denominations in America: the National Period.**—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education, and modern theological issues. Prerequisite, Church History 233-234. **3 s.h.** PROFESSOR GARBER

**335. Methodism.**—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America. Prerequisite, Church History 233-234. **3 s.h.** PROFESSOR GARBER

**336. Great Men of the Christian Church.**—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. **3 s.h.** PROFESSOR GARBER

**337. Protestantism and Catholicism in Europe since 1800.**—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism, relations of church and state, German theology of the nineteenth century, and the Oxford movement. Prerequisite, Church History 233-234. **3 s.h.**

PROFESSOR GARBER

[Not offered in 1930-31]

## HOMILETICS AND PRACTICAL THEOLOGY

**251. The Church and Rural Sociology.**—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present obligation of the church. **3 s.h.**

PROFESSOR ORMOND

**252. Rural Church Administration.**—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. **3 s.h.**

PROFESSOR ORMOND

**255. Social Pathology.**—See Sociology 205, p. 100 of the catalogue of Undergraduate Instruction. **3 s.h.**

PROFESSOR ELLWOOD

**257. Principles of Sociology.**—See the forthcoming catalogue of the Graduate School of Arts and Sciences. **3 s.h.**

PROFESSOR ELLWOOD

**341. Homiletics.**—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded. **3 s.h.**

PROFESSOR HICKMAN

**342. Sermon Construction.**—A study of problems in sermon construction and points of psychological contact between the preacher and his congregation. The class work will involve a critical analysis of selected sermons, with written reports. **3 s.h.**

PROFESSOR HICKMAN

**343. Psychology of Preaching.**—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. **3 s.h.** PROFESSOR HICKMAN  
[Not offered in 1930-31]

**344. History of Preaching.**—An historical study of the development of Christian preaching from the apostolic period to the present time. Emphasis is laid upon the personality and the homiletical methods of great preachers, studied in their true historical perspective. **3 s.h.**

PROFESSOR HICKMAN

[Not offered in 1930-31]

**345-346. Pastoral Administration.**—A survey of the duties, relationships, and opportunities of the pastorate, and of the organization and management of a parish; the conduct of public worship; methods of dealing with problems; projects in local churches. **6 s.h.**

PROFESSOR STANBURY

**348. Church Music and Religious Art.**—A study of the use of music and art in public worship. **3 s.h.** MR. BARNES *et al.*

## RELIGIOUS EDUCATION

**261. Administration and Supervision of Religious Education.**—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. **3 s.h.** MR. LITTLE

**262. Surveys, Tests, and Measurements.**—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. **3 s.h.** PROFESSOR ———

**265. Curriculum of Religious Education.**—Study of various theories of the curriculum of religious education; conception of the curriculum as enriched and controlled experience. Analysis of existing curricula and critical evaluation of same. **3 s.h.** PROFESSOR SPENCE

[Not offered in 1930-31]

**266. Religious Drama.**—Study and analysis of the best religious drama available. Project work in the writing and production of religious drama and pageants. **3 s.h.** PROFESSOR SPENCE

[Not offered in 1930-31]

**267. Religious Education in the Community.**—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. **3 s.h.** PROFESSOR SPENCE

**268. Materials of Character Education.**—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. **3 s.h.** PROFESSOR SPENCE

**269. Principles and Program of Character Education.**—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education, the development of character education in the public schools will also be carefully surveyed. **3 s.h.** MR. LITTLE

**270. Religious Education in the Home.**—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. **3 s.h.** PROFESSOR ———

**271. Research in Religious Education.**—For advanced students and especially those majoring in religious education. Offers direction in the use of various techniques and methods for both field and library investigations. (All professors in the department are available for special counsel.) **3 s.h.** PROFESSOR ———

**272. Philosophy of Religious Education.**—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, Religious Education 261. **3 s.h.** PROFESSOR ———

**273. Curriculum Construction.**—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. **3 s.h.**

PROFESSOR SPENCE

[Not offered in 1930-31]

**275. Introduction to the Psychology of Religion.**—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. **3 s.h.** PROFESSOR HICKMAN

**276. Advanced Psychology of Religion.**—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education 275 or its equivalent. **3 s.h.** PROFESSOR HICKMAN

**371. The Religious Experience of the Child.**—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. **3 s.h.** PROFESSOR HICKMAN

**372. The Religious Experience of Youth.**—A continuation of Religious Education 371. Prerequisite, one course in general psychology. **3 s.h.** PROFESSOR HICKMAN

**373. The Psychology of Mysticism.**—A brief historical review of the principal phases of mysticism in religion, followed by a psychological analysis to estimate the abiding worth of mysticism in religious experience. Prerequisite, Religious Education 275 or equivalent. **3 s.h.**

PROFESSOR HICKMAN

[Not offered in 1930-31]

## HISTORY OF RELIGION AND MISSIONS

**281. The Nature and Early Development of Religion.**—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. **3 s.h.**

PROFESSOR CANNON

**282. Living Religions of the World.**—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. **3 s.h.**

PROFESSOR CANNON

**283. Expansion of Christianity.**—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. **3 s.h.**

PROFESSOR CANNON

**284. Principles of Missions.**—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. **3 s.h.**

PROFESSOR CANNON

**381. Leading Ideas of Religion.**—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. **3 s.h.**

PROFESSOR CANNON

**382. Leading Ideas of Religion.**—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. **3 s.h.**

PROFESSOR CANNON

**383. Buddhism.**—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion and Missions 282. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1930-31]

**384. Mohammedanism.**—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion and Missions 282. **3 s.h.**

[Not offered in 1930-31]

**385. Christianity and World Movements.**—Relation of Christianity to significant world movements,—race, war, industry, world peace. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1930-31]

**386. Missionary Problems.**—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualification and training of candidates, education and other selected problems. Prerequisite, History of Religion and Missions 283 or 284. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1930-31]



## GENERAL INFORMATION

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### REGULATIONS FOR THE DEGREE OF MASTER OF ARTS IN RELIGION

By joint action of the Graduate Council and of the faculty of the School of Religion, the following regulations have been established for the granting of the degree of Master of Arts in the field of religion :

A student desiring to obtain an A.M. degree with religion as the principal field of work must first complete a period of one academic year in residence in the School of Religion, or in an approved school of similar standing, and must secure thirty semester-hours of credit in studies approved by the faculty of the School of Religion. He may then be recommended to the Graduate Council by the faculty of the School of Religion as a suitable candidate for the A.M. degree. Only those students who have maintained a creditable standing in the first year's work of the School of Religion will be recommended for admission to candidacy for the A.M. degree.

The student, in the next year following the completion of the preliminary requirement in the School of Religion, shall take twelve semester-hours of work and write a thesis for the A.M. degree in some department of the School of Religion in which he has previously received six semester-hours credit for resident work.\* In addition, the student shall take twelve semester-hours of work in related departments of the School of Religion, or in related departments offering graduate courses in the other schools of the University. The student's selection of courses shall be approved by the Faculty of the School of Religion and by the Graduate Council.

In all other respects the candidate for the A.M. degree in the field of Religion shall conform to the usual regulations of the Graduate Council, such as the approval by the Graduate Council of all courses in the School of Religion for which graduate credit is asked, the prerequisites in foreign language, the examination of the thesis, etc.

Students who are recommended to the Graduate Council by the faculty of the School of Religion as candidates for the A.M. degree under the above plan shall be registered for the following year in the Graduate School of the University. They may also be registered in duplicate in the School of Religion for such part of the year's work as will be accepted by the faculty of the School of Religion toward the degree of Bachelor of Divinity.

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\* Six semester-hours in an approved school of similar standing will be accepted as resident work.

**FEES**

Room-rent and tuition are remitted to students matriculated in the School of Religion, for which they are expected to render service from time to time which shall not interfere with their work in the School of Religion.

Each student is assessed per semester as follows :

Matriculation fee .....	\$25.00
Athletic fee (optional) .....	5.00
Publication fee (optional) .....	2.50
Damage fee .....	1.00

Each student is assessed in the last semester before a degree is conferred, a commencement fee of three dollars and a diploma fee of five dollars. The latter fee is refunded if the diploma is not awarded.

**LATE REGISTRATION**

Students matriculating in either semester at a date later than that prescribed in the catalogue shall pay to the treasurer of the University a penalty of five dollars.

**ROOMS**

Men students in the School of Religion are housed in the new dormitories on the west campus of Duke University. All rooms are provided with heat, water, and electric light. Each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows. Students must furnish their own electric lamps, which can be purchased from the University store.

Rooms for a given year may be engaged at the treasurer's office at any time before May 15 of the preceding year. Every student who wishes to retain his room for the succeeding year must notify the treasurer's office on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. A reservation is canceled, and the University is free to rent the room to other students, unless a deposit of \$5.00 for each proposed occupant, in part payment of the rent, is made by August 1. When a room is once engaged by a student, no change will be permitted except with the consent of the treasurer.

### BOARDING HALLS

The University dining hall in the College Union has accommodations for all the resident men students. It is the policy of the University to furnish board to the students at actual cost. Board may be secured at the Union for \$25.00 per month of twenty-eight days. The College Union is the logical center of student activities and all male students are advised to board in its supervised halls.

### STUDENT AID

Scholarships are available for ministerial students, the terms of which may be ascertained by correspondence with the Registrar of the School of Religion. Aid is also given in securing positions in churches. Students who need financial help may be assured that the administration will do all in its power to give the necessary assistance.

### LIBRARY

The library of Duke University is at the disposal of students of the School of Religion. This library contains many volumes of great value for the work of the School of Religion. Additions are being made constantly. Beginning with the academic year 1930-31 the School of Religion will be housed on the west campus in its new building which will contain a special library and reading room. This building is located next to the University library, thus offering quick access to what will become in time one of the great university libraries in America.

Recently two private libraries of note have been secured. One is the library of the late Dr. Graf von Baudissin, Professor of the Old Testament in Berlin University. The other is that of the late Dr. Karl Holl, Professor of Church History in the same university. These libraries, consisting of over five thousand volumes, are the fruit of long years of literary interest and activity on the part of these learned men.

### RELIGIOUS LIFE

The students of the School of Religion are expected to attend the regular Trinity College chapel services the first five days of the week. A special chapel service for the School of Religion is held each Saturday morning.

In this, as in other features of the University life, the students of the School of Religion are urged to identify themselves with the life of the whole student group.

#### **DATE OF REGISTRATION**

Class work in the School of Religion for the academic session of 1930-1931 will begin Monday, September 29, 1930. The registration of students in the School of Religion will begin on Friday, September 26, 1930. Registration should be completed by Saturday, September 27, 1930.

#### **ADDITIONAL INFORMATION**

Requests for information not contained in this catalogue should be addressed to the Registrar of the School of Religion, Duke University, Durham, North Carolina.

# JUNALUSKA SCHOOL OF RELIGION

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## INSTRUCTORS

ELBERT RUSSELL, A.B., A.M., Ph.D.

*Dean of the School of Religion and Professor of Biblical Interpretation*  
DUKE UNIVERSITY

WILLIAM CLAYTON BOWER, A.M.

*Professor of Religious Education*  
THE UNIVERSITY OF CHICAGO

BENNETT HARVIE BRANSCOMB, A.B., B.A., M.A. (Oxon)

*Professor of New Testament*  
DUKE UNIVERSITY

SYLVANUS MILNE DUVALL, A.B., Ph.D.

*Professor of Religious Education*  
SCARRITT COLLEGE

FRANKLIN SIMPSON HICKMAN, A.B., A.M., S.T.B., Ph.D.

*Professor of the Psychology of Religion and Homiletics*  
DUKE UNIVERSITY

SAMUEL GUY INMAN, A.B., A.M., LL.D.,

*Executive Secretary, Committee on Coöperation in Latin America*  
NEW YORK

GILBERT THEODORE ROWE, A.B., D.D., Litt.D.

*Professor of Christian Doctrine*  
DUKE UNIVERSITY

## CALENDAR: SCOPE OF WORK

The third session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from July 21 to August 30, 1930. It will be conducted under the joint management of Duke University and the General Sunday School Board with the coöperation of the Board of Missions and other boards of the Church. The purpose is to conduct a summer

school of religion which shall meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

There will be two classes of students, those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. and B.D. degrees and for the A.M. degree in the School of Religion.

The School is designed for pastors, church workers, missionaries, and students who desire to fit themselves the better for their work or to add credits looking toward the securing of university degrees.

### COURSES

Courses will be offered meeting five times a week with eighty-minute periods. Each course, satisfactorily completed, will receive a credit of three semester-hours in Duke University. Two such courses may be taken by each student. The courses offered are divided into two groups. The first group consists of courses for college undergraduates who are graduates of high schools and who desire credits looking toward the A.B. degree. The second group consists of courses for college graduates who desire credits looking toward the B.D. degree. These courses may also be taken by college undergraduates who have completed the junior year and are ranked as incoming seniors in college.

### GROUP I

#### FOR COLLEGE UNDERGRADUATES

**Course 1. The Teachings of Jesus.**—A study of Jesus' teaching in the light of the religious and ethical ideas of his day.

PROFESSOR BRANSCOMB

**Course 3. Old Testament History.**—A survey of the history of the Hebrews in its relation to contemporary oriental history, with special emphasis on the literature and religious institutions.

PROFESSOR RUSSELL

**Course 5. The Evangelical Movement as a Factor in Social Reconstruction in Latin America.**—Survey of present social and religious conditions, the church and the community, religious education program, literature problem, relations between national and foreign workers and between Protestants and Catholics, movements for coöperation and unity.

PROFESSOR INMAN



## GROUP II

FOR COLLEGE GRADUATES  
(AND FOR COLLEGE SENIORS)

**Course 2. The Religious Ideas of Paul.**—Religious and ethical teachings of the Apostle Paul and their significance for the life of today. Special attention is given to the religious and philosophic movements of Paul's day.

PROFESSOR BRANSCOMB

**Course 4. The Social Teachings of the Old Testament.**—A survey of the social teachings of the Old Testament, with special reference to their value in modern life.

PROFESSOR RUSSELL

**Course 6. Religious Education in the Modern Church.**—The educational function of the church; the objectives of religious education; the church organized for religious education; an adequate leadership; the content and method of religious education; religious education through social participation; the scientific method in religious education; religious education in its relationship to the total educational process; religious education and public education; religious education as a creative process.

PROFESSOR BOWER

**Course 8. Practicum in Religious Education.**—The analysis of problems in teaching religion. The course will be based upon the practical experience of the members of the group in the actual conduct of religious education. The process as conducted will be analyzed and criticized. Changes in the direction of improvement will be projected in terms of practical steps to be undertaken. Each student is expected to undertake a specific project.

PROFESSOR BOWER

**Course 10. Educational Psychology.**—Consideration will be given to the psychological basis of conduct; the nature of motive; the nature and laws of learning and especially to those phases of psychology which are of greatest significance for character formation and spiritual growth.

PROFESSOR DUVAL

**Course 12. Introduction to the Science of Theology.**—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation.

PROFESSOR ROWE

**Course 14. Introduction to the Psychology of Religion.**—Study of the major factors of religious experience, together with the conditions bearing upon its genesis and growth.

PROFESSOR HICKMAN

**Course 16. Sermon Construction.**—A study of problems in sermon construction and points of psychological contact between the preacher and his congregation. The class work will involve a critical analysis of selected sermons with written reports.

PROFESSOR HICKMAN

**Course 18. Christianity and World Movements.**—A survey of present world movements building a better world: international political organization, including the League of Nations, World Court, Pan American Union, international law, arbitration; international social, labor, health and student movements; international missionary program, recent conferences at Jerusalem and Havana, relations between younger and older churches, opportunities for foreign service. PROFESSOR INMAN

### ADDITIONAL INFORMATION

A general matriculation fee of \$5.00 is due at time of registration and a special fee of \$5.00 in each course for which the student registers.

Students are of course responsible for their own arrangements for board and room. Those desiring to engage room and board in the Sunday School Dormitory should write A. L. Dietrich, 810 Broadway, Nashville, Tennessee. Those desiring to room elsewhere should write to Ralph E. Nollner, Lake Junaluska, North Carolina.

All the sessions of the school will be held in the Sunday School Building at the west end of Lake Junaluska.

Academic matters will be in charge of the faculty of the School of Religion, Elbert Russell, Dean.

Those desiring further information concerning courses and conditions of work should address John Q. Schisler, General Sunday School Board, 810 Broadway, Nashville, Tennessee, or Paul N. Garber, Registrar, School of Religion, Duke University, Durham, North Carolina.

# ROLL OF STUDENTS, SCHOOL OF RELIGION

## SENIOR CLASS

Acey, Archie Everette	Chatham, Va.
A.B., Randolph-Macon College, 1927.	
Barclift, Chancie DeShield	Durant's Neck, N. C.
A.B., Duke University, 1927.	
Branton, Razzie Ray	Hathorn, Miss.
A.B., Millsaps College, 1927.	
Caudill, Russell Horton	Durham, N. C.
A.B., Duke University, 1927.	
Crutchfield, Henry Ervin	Henderson, N. C.
A.B., Elon College, 1926.	
Cunningham, Marcus Earl	Fayetteville, Ark.
A.B., University of Arkansas, 1927.	
A.M., Duke University, 1929.	
Davis, Harvey Laudis	Durham, N. C.
A.B., Duke University, 1921.	
Dawson, Robert Grady	Greensboro, N. C.
A.B., Duke University, 1927.	
Edwards, Earl Bowling	Durham, N. C.
A.B., Duke University, 1928.	
Funk, Sherwood William	Charleston, W. Va.
A.B., Morris Harvey College, 1925.	
Gist, Joseph Andrew	Winnsboro, Tex.
A.B., East Central State Teachers College, 1927.	
Green, Charles Sylvester	Durham, N. C.
A.B., Wake Forest College, 1922.	
A.M., Duke University, 1924.	
Guice, John Asa	Conway, Ark.
A.B., Hendrix College, 1927.	
Holler, Adlai Cornwell	Rock Hill, S. C.
A.B., Wofford College, 1921.	
LL.B., University of South Carolina, 1925.	
House, Robert Lee	Franklinton, N. C.
A.B., Duke University, 1928.	
Johnson, Hugh Hanna	Zuni, Va.
A.B., The College of William and Mary, 1924.	
Jones, Alvin Adelbert	Bemus Point, N. Y.
A.B., Allegheny College, 1927.	
Keever, Homer Maxwell	Lewisville, N. C.
A.B., Duke University, 1923.	
Lawrence, Marquis Wood	New Bern, N. C.
A.B., Duke University, 1925.	
McCastlain, Morris Sheppard	Holly Grove, Ark.
Ph.B., Emory University, 1927.	
McLarty, James Brown	Charlotte, N. C.
A.B., Duke University, 1927.	
Nelson, Fletcher	Helena, Ark.
A.B., Hendrix College, 1927.	
Rainey, Lawyer James	Durham, N. C.
A.B., Duke University, 1926.	
Rowe, Doyle Thomas	Liberty, N. C.
A.B., University of Arkansas, 1927.	

Russell, Leon	West Helena, Ark.
A.B., Hendrix College, 1927.	
Shell, William Frank	Rosston, Ark.
A.B., Hendrix College, 1926.	
Terrell, James Milas	Durham, N. C.
A.B., Emory and Henry College, 1894.	
B.D., Vanderbilt University, 1897.	
Thompson, Lacy Hunter	Haw River, N. C.
A.B., Asbury College, 1927.	
Thornburg, J. Lewis	Durham, N. C.
A.B., Lenoir-Rhyne College, 1920.	
Waggoner, Albert Crews	Walkertown, N. C.
A.B., Duke University, 1927.	
Whitford, William Edward	Vanceboro, N. C.
A.B., Duke University, 1927.	
Womack, Carlos Poynor	Rogers, Ark.
A.B., University of Arkansas, 1927.	

## MIDDLE CLASS

Allen, Robert James	Greeleyville, S. C.
B.S., Citadel, 1925.	
Ashley, George Norman	Edenton, N. C.
A.B., Wake Forest College, 1928.	
*Averitt, Vernon Geddie	Groveland, Fla.
A.B., Southern College, 1930	
Baker, Cecil Alexander	Jackson, Tenn.
A.B., Lambuth College, 1928.	
Barnhart, Frank Melton	Crimora, Va.
A.B., Emory and Henry College, 1926.	
Bowles, Charles Phillips	Guilford College, N. C.
A.B., Duke University, 1928.	
Brown, Adrian Ernul	Bynum, N. C.
A.B., Duke University, 1916.	
Brown, Robert Edgar	Durham, N. C.
A.B., Southwestern University, 1920.	
Bruton, Robert Bradley	Candor, N. C.
A.B., Duke University, 1929.	
Carroll, James Elwood	Reidsville, N. C.
A.B., High Point College, 1928.	
Chalfant, Vernon Elmer	Augusta, Ark.
A.B., Millsaps College, 1926.	
Clark, Helen Dearmin	High Point, N. C.
A.B., Randolph-Macon Woman's College, 1928.	
Clegg, William Lemuel	Garner, N. C.
A.B., Duke University, 1924.	
Coleman, Thomas Rupert	Durham, N. C.
A.B., Duke University, 1928.	
Cutter, Walter Airey	Baltimore, Md.
A.B., Central College, 1928.	
Grigg, Womble Quoy	Lawndale, N. C.
A.B., Duke University, 1923.	
Harris, Loy Vernon	Elon College, N. C.
A.B., Duke University, 1924.	
Highfill, Thomas Guthrie	Donnoha, N. C.
A.B., Moravian College, 1928.	

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\* The degree of Bachelor of Arts will be conferred in June, 1930.

Hunt, Dwight R.	Vinita, Okla.
A.B., Southeastern State Teachers College, 1928.	
Jordan, Frank Booe	Salisbury, N. C.
A.B., Duke University, 1927.	
Kale, William Arthur	West Asheville, N. C.
A.B., Duke University, 1925.	
Kincheloe, Marvin Smith	Church Hill, Tenn.
A.B., Emory and Henry College, 1925.	
Knight, John Vincent	Durham, N. C.
A.B., Elon College, 1915.	
Mayo, Louis Allen	Durham, N. C.
A.B., Duke University, 1928.	
Minga, Taylor Herbert	Nettleton, Miss.
A.B., Birmingham-Southern College, 1928.	
Murphy, Hugh Edwin	Durham, N. C.
A.B., George Washington University, 1928.	
O'Kelly, Walter Vernon	Abilene, Tex.
A.B., McMurry College, 1926.	
Rowland, John Lester	Harrison, Ark.
A.B., Hendrix College, 1926.	
Sessoms, Louise Elizabeth	Fuquay Springs, N. C.
A.B., Duke University, 1926.	
Shuller, Edgar Ralph	Ozark, Ark.
A.B., Hendrix College, 1925.	
Shumaker, Ralph Baxter	Salisbury, N. C.
A.B., Duke University, 1928.	
Tilley, Lester Archie	Hurdle Mills, N. C.
A.B., Duke University, 1929.	
Walton, Aubrey Grey	Helena, Ark.
A.B., Hendrix College, 1928.	
Wilkinson, Jesse Giles	Sherrill's Ford, N. C.
A.B., Duke University, 1927.	
Yountz, James Ernest	Southmont, N. C.
A.B., Duke University, 1929.	

## JUNIOR CLASS

*Andrews, Chester James	Fairmont, N. C.
A.B., Duke University, 1930.	
Atkinson, Samuel Marvin	Mullins, S. C.
A.B., Wofford College, 1929.	
Austin, Hugh Stewart	Orlando, Fla.
A.B., University of Florida, 1929.	
Barbee, Carl Webster	Seven Springs, N. C.
B.S., Wake Forest College, 1927.	
Barnwell, Roy James	Hendersonville, N. C.
A.B., Duke University, 1929.	
Barringer, Emma Blanche	Norwood, N. C.
A.B., Duke University, 1922.	
*Boone, Daniel Clifton	Suffolk, Va.
A.B., Elon College, 1930.	
Braxton, Jabus Walter	Snow Camp, N. C.
A.B., High Point College, 1929.	
Brown, Cansau Delane	Traphill, N. C.
A.B., Duke University, 1929.	
Carper, John Howard	Rowland, N. C.
A.B., Duke University, 1929.	

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Carruth, John Robert	El Paso, Tex.
A.B., Emory and Henry College, 1929.	
Clay, Charles Wesley	Winston-Salem, N. C.
A.B., Duke University, 1929.	
Cooke, Paul	Cullman, Ala.
A.B., Birmingham-Southern College, 1926.	
Council, Raymond Ward	Union City, Tenn.
A.B., Lambuth College, 1929.	
Dimmette, Joel Walter	Graham, N. C.
A.B., Duke University, 1928.	
Edens, Lacy Thomas	Durham, N. C.
A.B., Duke University, 1924.	
Edwards, Moir Williamson	Guilford College, N. C.
A.B., Duke University, 1929.	
Erwin, McKinley Gladstone	Cedar Falls, N. C.
A.B., Duke University, 1923.	
Fields, Paul Henry	Raleigh, N. C.
A.B., Duke University, 1927.	
George, LeRoy Brunson	Independence, La.
A.B., Wofford College, 1929.	
Greenwood, Lawrence Henry	Roanoke, Va.
A.B., Emory and Henry College, 1929.	
Grisham, Roy Arnold	Wheeler, Miss.
A.B., Millsaps College, 1928.	
Harbin, Andrew Vandiver, Jr.	Mullins, S. C.
A.B., Wofford College, 1929.	
Hardin, Harvey McConnell	Lakeland, Fla.
A.B., Southern College, 1929.	
*Hathaway, Offie Lemuel	Middlesex, N. C.
A.B., Duke University, 1930.	
Hillman, Carden Adams	Bristol, Tenn.
A.B., Emory and Henry College, 1924.	
Hood, George Franklin	Vale, N. C.
A.B., Duke University, 1928.	
Hunt, Ruth Eberly	Farris, Okla.
A.B., Southeastern State Teachers College, 1929.	
Larkin, Leon Crawford	Durham, N. C.
A.B., Duke University, 1917.	
Nalls, Frank Russell, Jr.	Monroe, N. C.
A.B., Mercer University, 1923.	
Pegg, Jabez Paul	Stokesdale, N. C.
A.B., University of North Carolina, 1926.	
Rainey, Irene Hurst	Durham, N. C.
A.B., Duke University, 1926.	
Sanford, Marshall Stanfield	Elbridge, Tenn.
A.B., Lambuth College, 1929.	
Shankle, Byron	Durham, N. C.
A.B., Duke University, 1923.	
Sharp, Eron Malcolm	Vernon, Tex.
A.B., Millsaps College, 1927.	
Sharpe, Ralph McDuffie	Gilbert, S. C.
A.B., Wofford College, 1927.	
Singleton, George Harbin, Jr.	Birmingham, Ala.
A.B., Birmingham-Southern College, 1929.	
Stafford, George Reid	Abingdon, Va.
A.B., Emory and Henry College, 1925.	

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Thompson, Arnold Chester	Hillsboro, N. C.
A.B., Taylor University, 1924.	
*Varner, Robert Milton	Thomasville, N. C.
A.B., Duke University, 1930.	
Williams, Atticus Morris	Erwin, N. C.
B.S., North Carolina State College, 1921.	
Williamowsky, Chaim	Durham, N. C.
A.B., Jewish Rabbinical Seminary.	
Williams, Benjamin Truman	Ozark, Ark.
A.B., Hendrix College, 1928.	
Wilson, Raymond	Kerrville, Tenn.
A.B., Lambuth College, 1929.	
Wolverton, Wallace Irving	Bristow, Okla.
A.B., Park College, 1926.	

## JUNALUSKA SCHOOL OF RELIGION

Alexander, William Marvin	Fayette, Mo.
A.B., Central College, 1906.	
Deans, Nettie Allen	Charlotte, N. C.
A.B., North Carolina College for Women, 1895.	
Edens, Lacy Thomas	Waynesville, N. C.
A.B., Duke University, 1924.	
Edwards, Earl Bowling	Durham, N. C.
A.B., Duke University, 1928.	
Edwards, James Smiley	Greenville, S. C.
A.B., Wofford College, 1917.	
Ferguson, Mary P.	Nashville, Tenn.
Giles, William Howard	New Orleans, La.
A.B., Wofford College, 1917.	
B.D., Emory University, 1918.	
Gist, Joseph Andrew	Stem, N. C.
A.B., East Central State Teachers College, 1927.	
Henry, Freddie Elizabeth	Nashville, Tenn.
A.B., Columbia College, 1922.	
M.A., Northwestern University, 1925.	
Holler, Martha Miller	Rock Hill, S. C.
A.B., Winthrop College, 1926.	
Jenkins, Theodore Roosevelt	Durham, N. C.
A.B., Duke University, 1927.	
Kale, William Arthur	West Asheville, N. C.
A.B., Duke University, 1929.	
Kent, Juanita Ray	Waxahachie, Tex.
Kilgore, J. B.	Pickens, S. C.
A.B., Newberry College, 1900.	
Kincheloe, Marvin Smith	Farmer, N. C.
A.B., Emory and Henry College, 1925.	
Kirk, Edward Love	High Point, N. C.
A.B., Emory and Henry College.	
Lander, Carrie Parchen	Pelzer, S. C.
A.B., Lander College, 1908.	
Lewis, Frank Eugene	Louisville, Ky.
A.B., Bethel College, 1883.	
A.M., Bethel College, 1887.	
Liddell, Lola Elizabeth	Atlanta, Ga.
A.B., Wesleyan College, 1915.	

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- Mann, Sue Belle  
A.B., Texas Woman's College, 1922.  
A.M., Southern Methodist University, 1925.
- McDonald, Elizabeth Jane  
A.B., University of South Carolina, 1908.  
A.M., University of South Carolina, 1926.
- McRae, Fay  
A.B., Galloway College, 1901.
- Neill, Eleanor Byers  
A.B., Galloway College, 1897.  
B.S., George Peabody College, 1916.  
A.M., George Peabody College, 1920.
- Nesbitt, Charles Franklin  
A.B., Wofford College, 1922.  
B.D., Emory University, 1926.
- Nevitt, Robert Kern  
Randolph-Macon College.
- Patten, Walter  
A.B., Wesleyan University, 1907.  
A.M., University of North Carolina, 1916.
- Powell, Paul Shell  
A.B., Vanderbilt University, 1910.  
A.M., Vanderbilt University, 1913.  
B.D., Vanderbilt University, 1913.
- Rhinehart, David Horace
- Rice, Percy Gordon  
A.B., Birmingham-Southern College, 1925.
- Sanford, Glenn F.  
A.B., Hendrix College, 1924.
- Seissinger, Valdora Joyce  
A.B., Lambuth College, 1927.
- Sigmon, Paul C.  
A.B., Lenoir-Rhyne College, 1918.  
A.M., University of South Carolina, 1921.  
B.D., Lutheran Southern Seminary, 1921.
- Spratt, Barnett  
Winthrop College.
- Van Hooser, Ruby Merritt  
A.B., Athens College, 1913.
- Winn, Annie Maria  
A.B., Wesleyan College, 1891.
- Wolverton, Wallace Irving  
A.B., Park College, 1926.
- Handley, Tex.
- Columbia, S. C.
- Little Rock, Ark.
- Batesville, Ark.
- Jackson, Miss.
- Washington, D. C.
- New Bern, N. C.
- Hopkinsville, Ky.
- Cliffside, N. C.
- Albertville, Ala.
- Conway, Ark.
- Memphis, Tenn.
- Granite Falls, N. C.
- Chester, S. C.
- Orlando, Fla.
- Savannah, Ga.
- Bristow, Okla.



# BULLETIN OF DUKE UNIVERSITY

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VOL. 2

MAY, 1930

No. 4

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SCHOOL OF LAW



1930-1931

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PUBLISHED BY DUKE UNIVERSITY

IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE AND OCTOBER

ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.

UNDER ACT OF AUGUST 24, 1912



BULLETIN  
OF  
DUKE UNIVERSITY

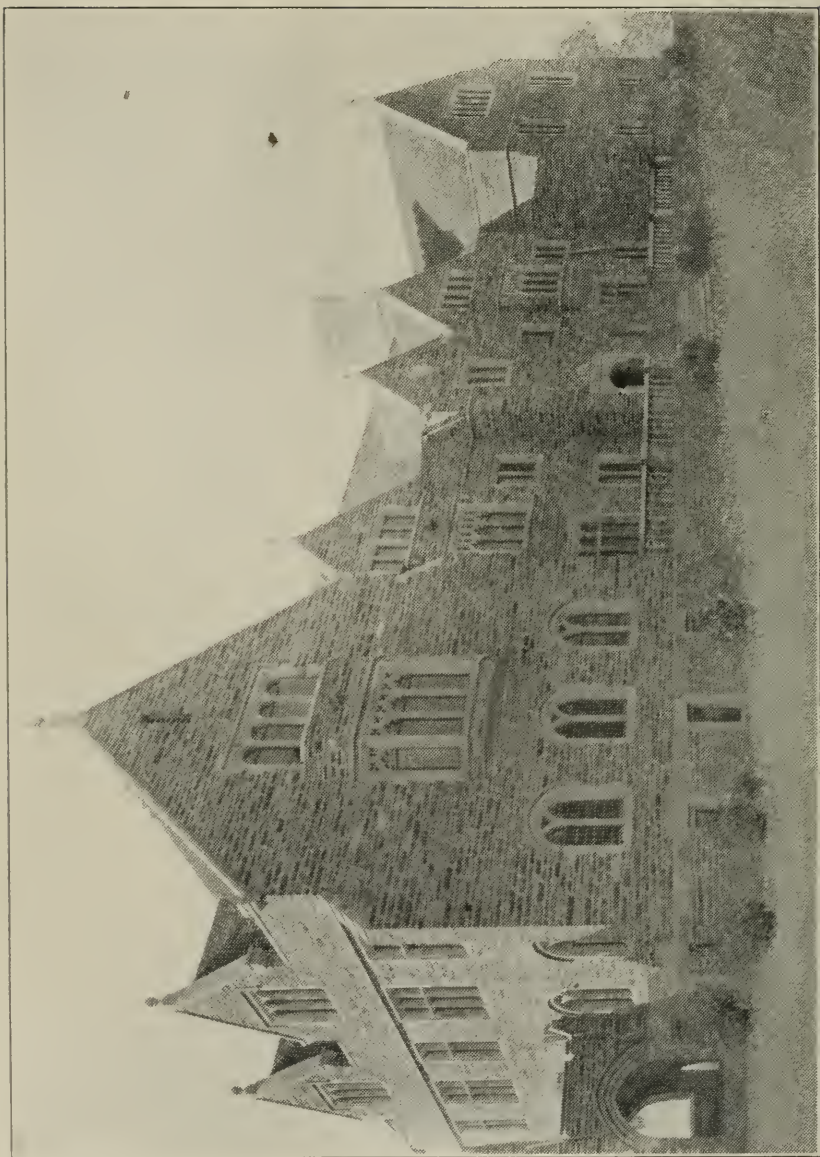
SCHOOL OF LAW



1930-1931

DURHAM, NORTH CAROLINA  
1930





LAW BUILDING

## THE SCHOOL OF LAW

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### FACULTY AND INSTRUCTORS

WILLIAM PRESTON FEW

*President*

A.B., A.M., Ph.D., LL.D.

JUSTIN MILLER

*Dean and Professor of Law*

A.B., LL.D., J.D.

WILLIAM BRYAN BOLICH

*Professor of Law*

A.B., B.A., M.A., B.C.L.

JOHN S. BRADWAY

*Professor of Law*

A.B., LL.B.

THADDEUS DILLIARD BRYSON

*Professor of Law*

H. CLAUDE HORACK

*Professor of Law*

A.B., LL.B.

MARION R. KIRKWOOD

Dean of the Law School, Stanford University

*Visiting Professor of Law*

A.B., J.D., LL.D.

DOUGLAS B. MAGGS

*Professor of Law*

A.B., J.D., S.J.D.

MARSHALL TURNER SPEARS

*Lecturer in Law*

A.B., A.M.

WILLIAM THOMPSON TÔWE

*Assistant Professor of Law*

A.B.

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GORDON DEAN

*Assistant to the Dean*

A.B., J.D.



## THE SCHOOL OF LAW

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### FOUNDATION

The School of Law was founded in the summer of 1904 upon an endowment established by Messrs. James B. Duke and Benjamin N. Duke. It aims to prepare students for the profession of the law in the several states; to awaken in students of law faith in and an admiration for the profession; to develop in them a lively sense of honor and justice, and to fit them in moral character for the duties which belong to this ancient and noble profession.

### LAW SCHOOL BUILDING

The building especially designed to house the Duke University School of Law will be occupied for the first time in September, 1930.

The Law Building, like all other structures on the main campus of Duke University, is in Tudor Gothic style of colorful Cambrian stone from the Duke University quarries.

This building is planned to take care of all the various activities of the modern school of law, and in it are to be found five large classrooms with a seating capacity of approximately two hundred each, five classrooms with a seating capacity varying from fifty to seventy-five each, seminar rooms, law-club rooms, offices for the staff, quarters for a legal clinic and for special research, a court-room equipped for both supreme and superior court sessions, two large library reading-rooms, and extensive stack-room space; since the stack-rooms of this building are directly connected with the central Library of the University, there is therefore a possibility of indefinite expansion to take care of an unlimited number of volumes in the library of the School of Law.

### CALENDAR

The academic year will begin Wednesday, September 24, 1930, and will end on June 10, 1931. There will be a recess from December 22, 1930, to January 3, 1931. The lectures will

begin on the opening day of the year, Wednesday, September 24, 1930.

### ADMISSION OF STUDENTS

No student will be admitted to the study of law who has not completed, with class standing satisfactory to the faculty, work equivalent to one-half of that acceptable for a bachelor's degree in the undergraduate department of Duke University, or of some other college or university of approved standing. Such work must have been completed with an average grade of not less than five per cent higher than the passing grade of the institution from which credits are offered, or a "C" average if the applicant presents credits from an institution recognizing "D" as a passing grade.

Commencing with the academic year 1931-32 the minimum requirement for admission will be the completion of work equivalent to three-fourths of that acceptable for a bachelor's degree in the undergraduate department of Duke University, or of some other college or university of approved standing.

Any person, who has prior to the commencement of his law study complied with the requirements of the preceding paragraphs, who shall present evidence of the satisfactory completion of any part of the curriculum of the law school at any approved law school maintaining courses of instruction of at least thirty-two weeks for each academic year, and who is eligible for readmission to the law school from which he proposes to transfer, may be admitted to advanced standing and given provisional credit for courses so completed, final credit for such work to be conditioned on the satisfactory completion of courses carried in the Duke University School of Law.

Wherever possible a personal interview is required of the applicant by a representative of the University. In all cases where a personal interview is not practicable letters from public officials, school officials, or other responsible persons, certifying to the applicant's moral character, capacity for leadership, and probable success in the practice of law, are required.

Each applicant for regular or advanced standing is required to accompany his application with a recently made personal photograph, and to have submitted from the recording official of the institution from which he offers credits a complete transcript of his record and a statement of honorable dismissal.

### DEGREE

The successful completion of three years' study of law, at least one year of which must have been in residence at Duke University, together with the favorable recommendation of the faculty, is required for the degree of Bachelor of Laws.

### FEES AND EXPENSES

Tuition and registration fees are due at the beginning of each semester. The tuition fee is \$75.00 a semester. The matriculation fee is \$25.00 a semester. A damage fee of \$1.00 a year is collected at the beginning of the first semester and a medical fee of \$2.00 per semester at the beginning of each semester. The library and the athletic fees are \$5.00 each per semester. The graduation fee, payable by all students to whom a degree is awarded, is \$10.00. All fees are payable to the treasurer of the University.

Board can be secured at \$25.00 per month at the Union. Furnished rooms may be secured in the dormitories of the University at from \$50.00 to \$75.00 per semester. These prices include light, heat, water, and janitor service.

### MATRICULATION, REGISTRATION, AND ENROLLMENT

All students must appear before the Committee on Admission and obtain cards for admission or examination. Cards of admission must be presented at the treasurer's office at the time of matriculation. All students, both old and new, are required to matriculate at the beginning of each semester and to obtain from the treasurer a certificate of matriculation which serves also as an enrollment card. Students matriculating in either semester at a date later than that prescribed in this catalogue shall pay to the treasurer a penalty of five dollars for late registration. Students whose course-cards have been approved in the spring are given an opportunity during the summer to matriculate by mail for the first semester in the fall. No student is admitted to any class without a matriculation card.

### PRIVILEGES

Students are entitled, by virtue of having paid the athletic fee, to the use of the gymnasium, tennis courts, swimming pool,



and similar privileges of the University without additional costs or fees, together with free admission to all athletic contests held on home grounds.

### CONDUCT OF STUDENTS

The University expects of its students loyal and hearty co-operation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

## OUTLINE OF WORK

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The full course of law occupies three academic years. The program of study comprises the following subjects:

### FIRST YEAR'S WORK

**1. Contracts.**—A study of the principles of contracts, including the following: Requisites of contracts; offer, acceptance, and revocations; contracts under seal; history and effect of Statute of Frauds; consideration; capacity of parties; legality of object; the effect of fraud and mistake. Three hours a week each semester. BOLICH

**2. Property I.**—The distinction between real and personal property; consideration of special kinds of chattels, personal and chattels real; origin of title, original acquisition, accession, occupancy, creation and transfer by operation of law, by act of parties, including gifts, *inter vivos*, *causa mortis*, conditional.

Introduction to the law of real property, principles of the feudal system, development of real property law as affected by custom, statutes, judicial construction, influence of equity, and modern legislation; estates in real property. Three hours a week each semester. KIRKWOOD

**3. Torts.**—Torts distinguished from other wrongs; proximate cause; parties responsible; joint wrong doers; wrongs affecting personal property; defamation; injuries to family rights; action for wrongful death; wrongs in respect to civil and political rights; trespass; water; conversion; injuries to incorporeal rights; violations of official duty; deceit; master and servant; nuisances; non-performance of conventional and statutory duties; negligence. Three hours a week each semester.

MAGGS

**4. Criminal Law.**—The nature and classification of crimes; the mental element in crimes; persons capable of committing crime and exemption from responsibility; sufficiency of the act; specific offenses. Two hours a week each semester.

MILLER

**5. Agency.**—Nature of the relation; who may be (a) principal, (b) agent; rights and liabilities of principal and agent; ratification and estoppel; undisclosed principals, termination of the relation; nature and extent of the authority and of its construction and execution; special classes of agents. Two hours a week second semester.

HORACK

**6. Common Law Courts and Actions.**—The origin and development of the common law courts and the formulary system of actions together with a detailed study, by the case method, of the various common law actions and the principles of common law pleading. Two hours a week first semester.

**7. Legal Ethics.**—The study of legal ethics is confined to a consideration of adjudicated cases, the canons of ethics of both the American Bar Association and the Boston Bar Association, together with decisions by committees of lawyers of different bar associations throughout the United States, and the observations of moralists. One hour a week second semester. BRYSON

**8. Legal Bibliography.**—The history and development of reporting of cases in England and America. Codes, statutes, and session laws; the use of tables of cases, parallel citation tables; arrangement of books in a law library. One hour a week first semester. BOLICH

**9. Researching and Briefing.**—The analysis of cases; use of digests, encyclopedias, selected cases; indexes to reports and Law Reviews. Trial and appellate court briefs. One hour a week second semester. BOLICH

#### SECOND YEAR'S WORK

**10. Equity.**—Development and nature of equity jurisdiction; principles governing the exercise of equitable powers; specific performance, reformation, and rescission of contracts; benefits conferred under agreements which have been wholly or partially performed, and under compulsion and undue influence; benefits obtained by the wrongful use of another's property. Three hours a week each semester. HORACK

**11. Evidence.**—Circumstantial, testimonial, and real evidence; rules as to number of kinds of witnesses; authentication and production of documents; the hearsay rules; rules of exclusion; parol evidence rules; burdens of proof; judicial notice; reformed rules. Two hours a week each semester.

**12. Negotiable Instruments.**—Negotiable promissory notes and bills of exchange, their origin, history, and development; the requisites of negotiability, the rights and liabilities of parties, the effect of endorsement and transfer; presentment, dishonor, and protest; the defenses which may be interposed. Two hours a week each semester. TOWE

**13. Property II.**—Titles to real property; possessory titles, derivative titles at common law, under statute of uses, and under modern statutes, transfer of titles inter vivos; covenants for title; estoppel by deed; priorities.

**Wills.**—The form of wills; testator's capacity; perpetuities; mistake; fraud and undue influence; revocation and republication of wills; probate and construction of wills; legacies, claims, and the doctrine of election. Three hours a week each semester. KIRKWOOD

**14. Sales.**—Sales of personal property; essential elements of a sale; subject matter of sale; actual and potential existence; statute of frauds; conditions and warranties; segregation and identification; remedies of vendor; remedies of vendee. Two hours a week each semester.

SPEARS

**15. Code Pleading.**—A complete review of remedial law as applied in code jurisdiction with special reference to North Carolina. The form, theory, and classification of civil actions and special proceedings. A complete analysis of all pleadings available in such actions and proceedings; trial. Two hours a week each semester. BRYSON

**16. Criminal Procedure.**—A survey of the principles of criminal procedure as applied in the American courts. The leading proposals in the current movement for reform. Two hours a week first semester. BRYSON

#### THIRD YEAR'S WORK

**17. Corporations.**—The nature of a corporation; its creation and citizenship; the effect of irregularity in its creation; the relationship between the corporation and its promoters; the powers and liabilities of corporations; the relationship between the corporation and the state; membership; management; dissolution; rights and remedies of creditors. Two hours a week each semester. TOWE

**18. Constitutional Law.**—Making and changing constitutions; separation and delegation of powers of government; function of judiciary in enforcing; political rights; personal and religious liberty; protection of persons accused of crime; due process and equal protection of law; police power; eminent domain; retroactive civil laws; Indians and aliens; territories, dependencies, and new states. Two hours a week each semester. MAGGS

**19. Trusts.**—Distinctions between trusts and various other relationships; the creation of trusts; the nature of the interest of the cestui que trust; the duties of the trustee; constructive and resulting trusts; termination of trusts. Two hours a week each semester. HORACK

**20. Securities.**—Essential elements of legal and equitable mortgages; rights of mortgagor and mortgagee at law and equity; title; possession; dower; courtesy; waste; priorities; collateral agreements; forfeiture; redemption, extension, assignment, and discharge of mortgages; chattel mortgages; pledges; trust deeds, and other form of liens and encumbrances. Two hours a week each semester. BOLICH

**21. Office, Trial and Appellate Practice.**—Open to members of the senior class. Lectures and exercises relating to the practical work of a lawyer; drafting of instruments; preparing of pleadings and trial briefs; the various trial methods and the steps taken in the trial of a case; perfecting an appeal; the appeal brief; procedure in the Supreme Court. Three hours a week each semester. BRYSON

**22. Conflicts.**—The rules determining the rights of parties in private law, where at least one of the operative facts in the case is connected with some other state or country than the one in which suit is brought. The principal problems arising in the law of obligations, property, inheritance, and family law; in the administration of estates; and in the enforcement of foreign judgments. Two hours a week each semester. MAGGS

**23. Domestic Relations.**—Relation of husband and wife, parent and child, guardian and ward; marriage, its duties and obligations; annulment, divorce, and maintenance including a study of the personal and property rights of the parties. Two hours a week each semester.

SPEARS

**24. Partnership.**—Requisite; nature of the relation as between the (a) partners, (b) third persons; what is required as to form; authority of partners; actions by and between partners; accounting and dissolution; Limited Partnership; the so-called "Common Law Company." Two hours a week each semester.

TOWE

The subjects as outlined for the first year are all required. Electives are available to second and third year students with the approval of the faculty of the Law School.

### LIBRARY

In addition to the extensive resources of the general library the Law Library consists of approximately 12,500 volumes.

### METHOD OF INSTRUCTION

The case-book method is employed as the basis of instruction.

### MORDECAI LAW SOCIETY

This organization of the law students was established in 1927 in memory of the late Dean Samuel Fox Mordecai.

All students of the Law School are participating members of this society, which, with the advice and coöperation of the faculty, seeks to foster legal attainment. Its program at meetings includes the holding of moot courts, the reading of papers on topics of the law, the discussion of recent cases of importance, and addresses by prominent lawyers.







BULLETIN  
OF  
DUKE UNIVERSITY

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VOL. 2

MAY, 1930

No. 5

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THE GRADUATE SCHOOL  
OF ARTS AND SCIENCES



1929-1930  
ANNOUNCEMENTS FOR 1930-1931

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PUBLISHED BY DUKE UNIVERSITY  
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE AND OCTOBER  
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.  
UNDER ACT OF AUGUST 24, 1912



BULLETIN  
OF  
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THE GRADUATE SCHOOL  
OF ARTS AND SCIENCES



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ANNOUNCEMENTS FOR 1930-1931

DURHAM, NORTH CAROLINA  
1930



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## UNIVERSITY CALENDAR

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1930

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|-------|---|
| June  | 7. Saturday—Registration of local students for Summer School, first term.   |
| June  | 9. Monday—Registration of students for Summer School, first term.   |
| June  | 10. Tuesday—Instruction begins for Summer School, first term.   |
| July  | 4. Friday—Independence Day—A holiday.   |
| July  | 18-19. Friday, Saturday—Final Examinations for Summer School, first term.   |
| July  | 21. Monday—Instruction begins for Summer School, second term.   |
| Aug.  | 27-28. Wednesday, Thursday—Final Examinations for Summer School, second term.   |
| Sept. | 20. Saturday, 4 P.M.—First regular faculty meeting of the academic year.  |
| Sept. | 24. Wednesday—Formal opening of college.<br>Registration of matriculated students.  |
| Sept. | 25. Thursday—Recitations for Sophomores, Juniors, and Seniors begin.  |
| Sept. | 25-26-27. Thursday, 9 A.M. to 1 P.M., 2:30 P.M. to 4 P.M.; Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M.; Saturday, 9 A.M. to 1 P.M.—Registration of graduate students. |
| Nov.  | 11. Tuesday—Armistice Day—Part holiday—Public exercises.  |
| Nov.  | 27. Thursday—Thanksgiving Day—A holiday.  |
| Dec.  | 11. Thursday—Duke University Day—Not a holiday.   |
| Dec.  | 22. Monday, 1 P.M.—Christmas recess begins.   |

1931

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| Jan.  | 3. Saturday, 8:30 A.M.—Instruction is resumed.   |
| Jan.  | 21. Wednesday—Mid-year examinations begin.   |
| Jan.  | 31. Saturday—Last day for matriculation for second semester.   |
| Feb.  | 2. Monday—Second semester begins.  |
| Feb.  | 23. Monday—A holiday—Civic celebration in honor of Washington's birthday.  |
| March | 14. Saturday—Last day for applying for University fellowships, graduate assistantships, and graduate scholarships. |

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| Apr. | 2.  | Thursday, 4 P.M.—Easter recess begins.   |
| Apr. | 7.  | Tuesday, 8:30 A.M.—Instruction is resumed.   |
| May  | 1.  | Friday—Last day for submitting theses for degree of Doctor of Philosophy.  |
| May  | 15. | Friday—Last day for submitting theses for degrees of Master of Arts and Master of Education.   |
| May  | 28. | Thursday—Final examinations begin.   |
| June | 7.  | Sunday—President's address to graduating class.  |
| June | 8.  | Monday—Annual meeting of the Board of Trustees.  |
| June | 8.  | Monday evening—Graduating orations.  |
| June | 9.  | Tuesday morning—Commencement sermon.   |
| June | 9.  | Tuesday—Alumni Day—Class Reunions.<br>Afternoon—Alumni Address—Meeting of the Alumni Association.<br>Afternoon—Alumnae Address—Meeting of the Alumnae Association. |
| June | 9.  | Tuesday evening—Reception in honor of the graduating class.  |
| June | 10. | Wednesday morning—Commencement address; graduating exercises.  |
| June | 10. | Wednesday afternoon at sunset—Lowering of the Flag by the graduating class.  |

## OFFICERS OF ADMINISTRATION

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ELBERT RUSSELL, A.B., A.M., Ph.D.

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.

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\* Absent on leave, 1929-1930.

† For the second semester, 1929-1930.

‡ For the first semester, 1929-1930.

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\* Absent on leave second semester, 1929-1930.

† Absent on leave first semester, 1929-30.

‡ Absent on leave, 1929-30.



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\* Absent on leave, 1929-30.

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- CHRISTOPHER ROBERTS, B.S., A.M., Ph.D. 101 Faculty Apartments  
*Assistant Professor of Economics*
- DENNIS CLAYTON TROTH, B.Ed., A.M., Ph.D. 111 Watts St.  
*Visiting Professor of Education*
- \*CHARLES ABRAM ELLWOOD, Ph.B., Ph.D., LL.D.  
*Professor of Sociology*
- \*KATHERINE EVERETT GILBERT, A.B., A.M., Ph.D. 1302 Vickers Ave.  
*Professor of Philosophy*
- \*WILLIAM ARTHUR BROWNELL, A.B., A.M., Ph.D.  
*Professor of Educational Psychology*
- \*ALBAN GREGORY WIDGERY, M.A.  
*Professor of Philosophy*

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† Second semester, 1929-30.

‡ First semester, 1929-30. Professor of Zoölogy beginning September 1, 1930.

\* Tenure begins September 1, 1930.

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### UNIVERSITY FELLOWS

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|--|------------|------------------------|
| Ashburn, Karl Everett                              | Economics  | <i>Dormitory No. 1</i> |
| A.B., A.M. Texas Christian University              |            |                        |
| Brecher, Gerhard Karl                              | Botany     | <i>Dormitory No. 1</i> |
| Adolf Otto   |            |                        |
| Gymnasium, Dresden; University of Hamburg, Germany |            |                        |
| Doob, Leonard William                              | Psychology | <i>Dormitory No. 1</i> |
| A.B. Dartmouth College                             |            |                        |
| Fennell, Richard A.                                | Zoölogy    | <i>Dormitory No. 1</i> |
| A.B. Birmingham-Southern College                   |            |                        |

Ford, Grover Mancil	Chemistry	<i>Dormitory No. 1</i>
B.S. Davidson College, M.S. Emory University		
Hagan, Charles Banner	Political Science	<i>Dormitory No. 1</i>
A.B. Emory and Henry College, A.M. University of Virginia		
†Harmon, Thomas Leonhardt	Economics	<i>923 Fifth St.</i>
A.B. Emory, A.M. University of Chicago		
Jenkins, Sanford Swindell	Chemistry	<i>809 Second St.</i>
A.B., A.M. Duke University		
Mabry, William Alexander	History	<i>Dormitory No. 1</i>
A.B., A.M. Duke University, A.M. Harvard University		
Major, Charles Leslie	Education	<i>814 Sixth St.</i>
A.B., A.M. William and Mary College		
Metler, Alvin Velbert	Chemistry	<i>1120 W. Main St.</i>
B.S. Adrian College		
Pace, Donald Metcalf	Zoölogy	<i>Dormitory No. 1</i>
B.S. Susquehanna University, A.M. Duke University		
Parks, E. Taylor	History	<i>Dormitory No. 1</i>
A.B. Carson-Newman College, A.M. University of Tennessee		
Patterson, John Clarke	History	<i>Dormitory No. 1</i>
A.B., A.M. University of Texas		
Root, Raymond Willard	Zoölogy	<i>205 Watts St.</i>
A.B. Milton College, A.M. Duke University		
*Sharkey, William Kenneth	Economics	<i>817 Second St.</i>
A.B. DePauw University, A.M. Brown University		
Smith, Culver Haywood	History	<i>Box 452, D. U.</i>
A.B. Duke University, A.M. Yale University		
Smith, Robert Sidney	Economics	<i>Box 754, D. U.</i>
A.B., A.M. Amherst College		
Stephens, Hubert Wesley	Physics	<i>Dormitory No. 1</i>
B.S. Illinois Wesleyan College		
Stokes, Ruth Wyckliffe	Mathematics	<i>12 Glenn Apts.</i>
B. A. Winthrop College, M.A. Vanderbilt University		
Sugden, Herbert Wilfred	English	<i>201 Faculty Apts.</i>
A.B. Harvard University, A.M. Duke University		
Sydnor, Elmer Williams	English	<i>1012 Gloria Ave.</i>
A.B. Richmond College, A.M. Columbia University		

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\* For first semester, 1929-30.

† For second semester, 1929-30.

Tipton, Samuel Ridley A.B. Mercer University	Zoölogy	<i>Dormitory No. 1</i>
Westerhof, Anthony Cornelius A.B. Calvin College, A.M. Duke University	Psychology	<i>Dormitory No. 1</i>

### INDUSTRIAL RESEARCH FELLOWS

(Liggett and Myers Foundation)

Darkis, Frederick Randolph B.S., M.S., Ph.D. University of Maryland	Chemistry	<i>506 Buchanan Blvd.</i>
Hall, Joseph Alfred B.A., M.S. University of Wisconsin	Chemistry	<i>1118 N. Duke St.</i>
Jones, Edwin Patterson A.B., A.M. Duke University, Ph.D. Yale University	Chemistry	<i>619 S. Duke St.</i>
Powell, Gamaliel Wyatt Holmes B.S., M.S. Emory University	Chemistry	<i>1801 Lakewood Ave.</i>
Powell, Thomas Edward B.A. Elon College, M.A. University of North Carolina	Zoölogy	<i>Elon College, N. C.</i>

### GRADUATE ASSISTANTS

Anderson, Ewing A.B. University of Florida, A.M. Duke University	English	<i>Dormitory No. 1</i>
Basler, Roy Prentice A.B. Central College, Missouri	English	<i>214 Faculty Apts.</i>
Blake, Nelson Morehouse A.B. George Washington, A.M. Duke University	History	<i>Dormitory No. 1</i>
Braswell, John William A.B. Duke University	English	<i>Dormitory No. 3</i>
Brewer, Anne Eliza A.B. Meredith College, A.M. Columbia University	French	<i>Meredith College</i>
Burch, James Charlie Horton A.B., A.M. Duke University	English	<i>316 N. Elizabeth St.</i>
Callihan, Alfred Dixon A.B. Marshall College	Physics	<i>Dormitory No. 1</i>
Chesley, Leon Carey B.S. Susquehanna University	Zoölogy	<i>Dormitory No. 1</i>
Clark, Thomas Dionysius A.B. University of Mississippi, A.M. University of Kentucky	History	<i>119 Jarvis</i>

Cox, Henry Miot B.S. Emory University	Mathematics	<i>Faculty Apts.</i>
Davidson, Elizabeth Huey B.S., M.S. University of Tennessee	History	<i>12 Glenn Apts.</i>
Elmore, Kelly Lee A.B. Duke University	Chemistry	<i>115 Faculty Apts.</i>
Gillaspie, Athey Graves B.S. Lynchburg College	Chemistry	<i>Dormitory No. 1</i>
Godard, James McFate A.B. Park College	Education	<i>Dormitory No. 1</i>
Jackson, David Kelly, Jr. A.B. Duke University	English	<i>Dormitory No. 1</i>
Little, Lawrence Calvin A.B. Davidson, A.M. Duke University	Religion	<i>819 Sixth St.</i>
McCulloch, Thomas Logan A.B. Whittier College	Psychology	<i>Dormitory No. 1</i>
McMillan, Montague A.B. Limestone College, A.M. George Washington	English	<i>264 Faculty Apts.</i>
Pettigrew, Richard Campbell A.B. Furman University, A.M. University of North Carolina	English	<i>Dormitory No. 1</i>
Priepke, Rudolf Julius B.S. Elmhurst College	Chemistry	<i>Dormitory No. 1</i>
Schallert, Dorothy Amaryllys A.B., A.M. Duke University	Zoölogy	<i>606 Buchanan Blvd.</i>
Seay, Hibernia A.B. Randolph-Macon College	French	<i>702 Buchanan Blvd.</i>
Simpson, William Hays A.B. Tusculum College, A.M. Duke University	Political Science	<i>Dormitory No. 1</i>
Snuggs, Henry Lawrence A.B. Wake Forest College, A.M. Duke University	English	<i>1018 Gloria Ave.</i>
Trentham, Shannon Otis B.S. Carson-Newman College	Botany	<i>814 Second St.</i>
Trueblood, Paul Graham A.B. Willamette College	English	<i>Dormitory No. 1</i>
Whitman, William Tate A.B. Duke University	Accounting	<i>Box 606, D. U.</i>
Williams, Harold Fish Ph.B. University of Wisconsin	Botany	<i>909 Gregson St.</i>



## GRADUATE SCHOLARS

Balch, Clifford Perry A.B. Franklin and Marshall College	History	<i>Dormitory No. 1</i>
Chen, William Yuanlung A.B., A.M. Syracuse University	Psychology	<i>Dormitory No. 1</i>
deBruyne, Jacob Marinus Anton A.B. Duke University	Chemistry	<i>1023 Monmouth Ave.</i>
Dunkle, Margaret Robert A.B. Florida State College for Women	Latin	<i>702 Buchanan Blvd.</i>
Fry, Glenn Ansel A.B. Davidson College	Psychology	<i>Dormitory No. 1</i>
Gathings, James Anderson A.B. Furman University	Political Science	<i>Dormitory No. 1</i>
Gillock, Emmie May A.B. Mississippi State College for Women	Mathematics	<i>1030 W. Trinity Ave.</i>
Griffin, Mabel Jeannette A.B. Duke University	Mathematics	<i>1211 Carolina Ave.</i>
McCaskill, Leona Wilson A.B. Winthrop College	Latin	<i>806 Third St.</i>
McEwen, Noble Ralph A.B. Birmingham-Southern	Education	<i>Dormitory No. 1</i>
Miller, Paul Jones, Jr. B.S. Mississippi A. & M. College	Political Science	<i>2306 Twelfth St.</i>
Pritchett, William Kendrick A.B. Davidson College	Greek	<i>Dormitory No. 1</i>
Underwood, Eugene Taylor A.B. Butler University	French	<i>Dormitory No. 1</i>

# GRADUATE INSTRUCTION IN DUKE UNIVERSITY

## GENERAL STATEMENT

Prior to 1916 there was no separate organization within Trinity College to promote and supervise graduate studies. However, there had been for many years a limited number of graduate students who completed a year of post graduate work and received the degree of master of arts. The work of such students was supervised through the office of the Dean of Trinity College. Many of these graduate students went out from Trinity College to continue their studies at other colleges and universities and later achieved distinction as teachers and scholars.

In September, 1916, President Few appointed a Committee on Graduate Instruction to deal with the problems involved in the promotion and administration of graduate work. In that year there were six graduate students in the College, and seven graduates of the College were enrolled in the professional School of Law. During and immediately after the World War the number of graduate students remained small, but by the year 1923-1924 the graduate enrollment had increased to thirty-five, exclusive of the college graduates enrolled in the School of Law.

The growing importance of graduate work in Trinity College caused the Committee on Graduate Instruction, during the first semester of the year 1923-1924, to make a careful study of requirements for admission to graduate work, of requirements for advanced degrees, and of other conditions affecting standards of graduate instruction. A comprehensive report was prepared by the Committee and adopted by the faculty. Provision was made for the granting of two advanced degrees, master of arts and master of education. Regulations were adopted which increased the distinction between graduate and undergraduate work. A thesis requirement was made for every candidate for a graduate degree, and provision was made for the examination of theses by faculty committees. The Committee on Graduate Instruction undertook a closer supervision of graduate courses and of the work of graduate students.

Thus, when Trinity College became Duke University in December, 1924, noteworthy progress had already been made in organizing a graduate department with advanced courses in many fields of study and with high standards. In accepting Mr. Duke's great benefaction, the Trustees definitely included a Graduate School of Arts and Sciences as a member of the University organization.

In the academic year 1926-1927 a Council on Graduate Instruction was established in the University to exercise a general supervision over graduate work in arts and sciences, and Professor William H. Glasson was appointed Dean of the Graduate School of Arts and Sciences.

### THE LIBRARY

Duke University has long possessed an excellent Library for the purposes of undergraduate instruction. In recent years special funds have been provided and appropriations made to collect material for the use of members of the faculty and graduate students desiring to engage in research work. Particular attention has been given to obtaining complete sets of important periodicals, biographical and bibliographical collections, files of Southern newspapers, collections of state papers, parliamentary debates, and historical documents, proceedings of scientific societies, and standard editions of American and foreign authors. This policy of constantly enriching the Library's store of source material will be continued.

Up to April 10, 1930, the Duke University Library had received and accessioned 151,912 bound volumes and 22,448 pamphlets. Many thousands of volumes and pamphlets have not yet been accessioned, and other purchases of books, periodicals, and brochures are in Europe awaiting shipment. The amount available for the purchase of books, newspapers, and periodicals for the year 1928-29 was \$75,916.48. For the year 1929-30, the appropriations for books, periodicals and binding exceeded one hundred thousand dollars.

Beginning with the autumn of 1930 the Library building on the East Campus will be used by the Woman's College. A new University Library building, especially designed and equipped to facilitate research, will be opened on the West Campus. This building is an unusually fine example of Gothic

architecture. It is built of stone from the University's quarries near Hillsboro, N. C.

In the basement are the receiving room for books and periodicals which come to the Library, the offices of the order division, work rooms for the Library staff and a commodious stack room fitted with special stacks for newspapers.

On the first floor an important feature is a large reserve book room in which books in constant use by classes are kept for reference and for the time being withdrawn from general circulation. The seating capacity of this room is about 140. On the same floor are a large periodical room, a manuscript room, a treasure room, and two offices.

The principal features of the second floor are the general delivery room with a spacious hall, the large public card catalogue, the main reading room with a seating capacity for more than 150, the cataloguing room and four offices for members of the Library staff.

On the third floor of the building a special reading room for graduate students is provided with a seating capacity of about 60. There are also on this floor eight seminar rooms, two studies and a large special reading room.

In the tower of the Library building are the fourth and fifth stories which provide six seminar rooms and two studies.

The main stack room of the Library building is seven stories high. The initial capacity of the main stacks is estimated as considerably in excess of 300,000 volumes. The stacks in the nearby Library of the Law School will provide for 60,000 volumes and the stacks in the special Library of the School of Religion will accommodate about 40,000 volumes. The libraries of the Law School and the School of Religion are connected by passageways to the University Library. In the School of Medicine is the Hospital Library with a collection which is at present about 20,000 volumes. There are also stacks provided for special scientific libraries in the Biology, Chemistry and Physics buildings.

Especial attention has been given in the construction of the Library to facilities for prompt delivery of books. The general delivery room is connected by pneumatic tubes with the reserve book room, the graduate reading room, the Law Library, the School of Religion Library and also with each floor level of

the main stacks. The general delivery room, the reserve book room, the graduate reading room and each floor of the main stacks will also have the service of book lifts or carriers.

The University Library is now receiving by subscription and donation 1,003 newspapers and periodicals. Thirty-five sets of periodicals have been added during the year 1929-30. Physics, Economics, History, Psychology, Latin, Law, and Religion have had large allowances. German, Austrian, and French newspapers covering the World War period constitute an outstanding acquisition. More than \$5,800 has been spent for newspapers.

The Hospital Library in connection with the School of Medicine has expended during the academic year about fifty thousand dollars for books, sets of periodicals and binding. The appropriations for the Library of the Law School have amounted to nearly \$12,000.

There have been many special purchases including 1,700 volumes of the library of Paul Hamilton Hayne, a Peruvian collection of 3,000 volumes in history and political science, and rare Confederate, Chivers, and Rossetti manuscripts.

The Library possesses a splendid collection of periodical sets in biology and chemistry. Large accessions have been made to the excellent equipment of periodicals in history, economics and political science. Recent purchases have gone far toward completing the important sets of the *London Economist*, the *Statist* and the *Commercial and Financial Chronicle*.

The Library has an unusually good collection of books and periodicals in international law. Several important foreign periodicals have recently been added in this field. Documentary reports of the decisions of various arbitral commissions, the publications of the Permanent Court of International Justice complete to date, and treaties on various phases of the subject of arbitration are available for the investigator.

One of the most valuable possessions of the Library is the Lanson collection in French literature, consisting of 9,000 volumes and 2,000 monographs and brochures. This collection includes authors and works from the fifteenth century to the present, together with the most useful critical volumes on authors and their works. The material on Voltaire and Rousseau is especially comprehensive and valuable. There are in



the collection many early editions and rare volumes of the sixteenth, seventeenth, and eighteenth centuries. This collection was Professor Lanson's private library and will give the Duke University Library very superior facilities for students of French literature.

Further large additions to the research material in the Library are in prospect for later announcement.

### NEW SCIENCE LABORATORIES

New laboratory buildings have been erected on the West Campus in biology, physics and chemistry. Graduate students will find available the most modern equipment and facilities for research. In addition to the provision of modern apparatus, large sums have recently been expended to purchase important additions to the collections of scientific periodicals and publications in the departmental libraries, the University Library, and the Hospital Library.

In the School of Medicine elaborate facilities are provided for post graduate research in the various branches of medical science. Especial attention will be given to training in preventive medicine and public health work.

### GRADUATE DORMITORIES

One or more sections of the new dormitories on the West Campus will be reserved for graduate men. Board can be secured at the new Union building, which also has unusually attractive provisions for social intercourse and activities. Graduate women will find dormitory accommodations of the highest type on the East Campus. The Union building on the East Campus will furnish meals at reasonable rates and serve as a center of campus life.

### GRADUATE CLUB

One of the active organizations of the University is the Graduate Club. Its meetings are held monthly and are devoted to the professional and social interests of graduate students. Many eminent speakers have addressed the club at meetings open to the public. Recent speakers have been President W. P. Few, Professor William McDougall, Professor J. Fred Rippy,



Professor G. T. Hargitt, Professor Lewis Chase, and Professor C. M. Child. Mr. W. H. Simpson was president of the Graduate Club during the year 1929-30.

### FELLOWSHIPS AND SCHOLARSHIPS

For the assistance and encouragement of graduate students of high character and marked ability, the University has established a considerable number of fellowships and scholarships. The Angier B. Duke Memorial, Incorporated, awards an annual fellowship of one thousand dollars to a graduate student of exceptional merit. Three University fellowships of eight hundred dollars each, five University fellowships of seven hundred dollars each, and sixteen University fellowships of six hundred dollars each have been established. There are also eighteen graduate scholarships of three hundred dollars each. Holders of fellowships and scholarships will be expected to pay the tuition fee and such additional fees as are regularly required. Applications for these appointments should be made on or before March 15 of each year. In case vacancies occur, applications submitted on a later date will be considered.

There are also a number of graduate assistantships open in the various departments with compensation ranging from \$300 to \$800. Graduate assistants are under obligation to give part of their time to such work in the departments as may be assigned to them. They will usually be unable to carry a full program of study. Information regarding fellowships, graduate scholarships, and graduate assistantships, together with application blanks, may be obtained from the Dean of the Graduate School, Duke University, Durham, North Carolina.

### ENCOURAGEMENT OF RESEARCH

The President of the University appoints annually a Faculty Committee on Research consisting of three members, the President himself being a fourth member *ex officio*. On April 1 of each year the Chairman of the Committee on Research receives written applications from members of the Faculty for stipends for the encouragement of research. Amounts granted may be expended for the employment of research assistants, or for the purchase of books, apparatus, and materials. The amount of

the stipend may not exceed five hundred dollars. Each member of the Faculty to whom a research stipend is granted must within twelve months make a written report of the progress of his investigation.

#### UNIVERSITY PRESS

The Duke University Press affords facilities for the publication of many scholarly books and articles. The press issues three quarterly reviews: *The South Atlantic Quarterly*, *The Hispanic American Historical Review*, and *American Literature*.

A list of the publications of the Duke University Press may be obtained from the manager of the Press, Durham, North Carolina.

# REQUIREMENTS FOR ADMISSION AND DEGREES

## ADMISSION TO GRADUATE COURSES

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. *Admission to graduate courses does not necessarily imply admission to candidacy for a degree.* A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

## ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.). Some departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

## ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy at the beginning of the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

### THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved *preliminary* courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

### MINIMUM RESIDENCE REQUIREMENT

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each.

### SPECIAL REQUIREMENTS FOR CANDIDATES FOR THE A.M. DEGREE IN THE SCHOOL OF RELIGION

Students in the School of Religion may become candidates for the degree of Master of Arts under the following regulations:

After a student in the School of Religion has completed a period of one academic year in residence in the Duke University School of Religion, or in an approved school of similar standing, and has secured thirty semester-hours of credit in studies approved by the faculty of the School of Religion, he may apply to the faculty of the School of Religion for permission to become a candidate for the A.M. degree. If he has maintained a creditable standing in the first year's work of the School of Religion he may be recommended by the faculty of the School of Religion to the Graduate Council for admission to the Graduate School of Arts and Sciences as a candidate for the degree of Master of Arts.

The student shall in the ensuing year take twelve semester-hours of work and write a thesis for the A.M. degree in some department of the School of Religion in which he has previously received six semester-hours of credit for resident work. In addition, the student shall take twelve semester-hours of work in related departments of the School of Religion, or in related departments offering graduate courses in the other schools of the University. The student's selection of courses shall be approved by the faculty of the School of Religion and by the Graduate Council.

In all other respects the candidate for the A.M. in the field of religion shall conform to the usual regulations of the Graduate Council, such as the approval by the Graduate Council of all courses in the School of Religion for which graduate credit is asked, the prerequisites in foreign languages, and the examination of the thesis.

Students who are recommended to the Graduate Council by the faculty of the School of Religion as candidates for the A.M. degree under the above plan shall be registered for the following year in the Graduate School of the University. They may also be registered in duplicate in the School of Religion for such part of the year's work as will be accepted by the faculty of the School of Religion toward the degree of Bachelor of Divinity.

#### DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in either history of education, educational sociology, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.



**THESIS FOR THE MASTER'S DEGREE**

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred.

Three bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Each candidate is required to appear before the committee for an oral examination on the thesis.

**SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE**

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

**CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE**

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

**THE DEGREE OF DOCTOR OF PHILOSOPHY**

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or enter into correspondence with, the Dean of the Graduate School and the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

The Council on Graduate Instruction has adopted the following regulations governing the conferring of the degree of doctor of philosophy:

1. The Degree. The degree of doctor of philosophy is a research degree; it is not based merely upon the completion of a prescribed period of study or upon the obtaining of credit for a given number of courses. The granting of the degree will be based primarily upon evidence of high attainments in a special field of knowledge and upon the production of a thesis embodying the results of original research.



2. Residence Requirements. The normal period of resident graduate study, after the general requirements of admission to the Graduate School have been satisfied, is not less than three academic years. The candidate will be required to spend at least either the last year in actual residence at Duke University, or the first two years. A student whose undergraduate work is insufficient in amount or unsatisfactory in character may expect to spend additional time in preliminary courses essential as a basis for the graduate work he proposes to undertake. Credit for one year of work done in summer school sessions may be given with the approval of the Graduate Council and of the department in which the student takes his major work. Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.

3. Application for Candidacy for the Ph.D. degree. A student desiring to become a candidate for the Ph.D. degree is ordinarily required to file with the Dean of the Graduate School, not later than the beginning of the second year of graduate work, a formal application indicating in what department and under what professor he proposes to carry on research. A committee will then be appointed to supervise the student's work, with the professor in charge of his research as chairman. If and when the committee finds that the preliminary requirements of the major department have been satisfied, the chairman of the committee shall report the fact in writing to the Dean of the Graduate School. The student's program of study will be arranged after consultation with this committee and must secure its approval. In the case of students who come to Duke University for only the last year of graduate work, and in special cases approved by the Graduate Council, the application for recognition as a candidate for the Ph.D. degree may be filed later than provided above, but not later than October 15 of the academic year in which it is desired that the degree be conferred.

4. Preliminary Examination. Toward the end of the second full year of graduate work (or in special cases at the beginning of the third year), a preliminary examination of each candidate will be held covering the general field of his major subject. This examination will be conducted by the committee in charge of the student's work and will be either oral or written, or both, as the committee may determine. A student who passes this examination will be recognized as a candidate for the Ph.D. degree. At the discretion of a candidate's committee, the examination on his minor subject or subjects may be held at the time of his preliminary examination instead of at the time of his final examination.

5. Program of Study. The program of study of an applicant for the Ph.D. degree is subject to the approval of the Graduate Council and of the committee provided for in Section 3 above. The student must select a major field and one or two minor related fields. When a department offers instruction in a sufficient variety of subjects and the needs

of the individual student seem to require it, the Graduate Council may permit a major and minor to be taken in the same department.

6. Foreign Language Requirements. A reading knowledge of French and German will ordinarily be required. A substitution for one of these languages may be made, however, by the consent of the Graduate Council and of the department in which a student takes his major work. The student will be examined on one of the foreign languages at the beginning of his second year of graduate work, and must have qualified in both by the end of the second year of his graduate work. The department in which he takes his major work may indicate preference as to the language in which the student shall first be examined. Foreign language examinations will be conducted by the appropriate language department in conjunction with the department in which the student has his major field of work.

7. Thesis. The thesis for the Ph.D. degree must be a contribution to knowledge. The subject of the thesis must be filed with the Dean of the Graduate School on or before October 15 of the academic year in which the candidate desires to take the final examinations for his degree. The subject must receive the written approval of the head, or chairman, of the department in which the candidate has his major field of work and also of the professor under whom the thesis is being written. The thesis must be completed to the satisfaction of the professor under whom it is written, and three typewritten copies in approved form must be deposited with the Dean of the Graduate School on or before May 1, if the student desires to be examined on the thesis in the same academic year. The title page must be approved by the major department and by the Dean of the Graduate School.

The candidate's thesis must be published either in its original form or in a modified form approved by the Dean of the Graduate School and the committee in charge of the candidate's work. The degree will not be conferred until publication of the thesis within two years, in approved form, has been guaranteed in a way satisfactory to the Dean of the Graduate School and the professor under whom the thesis was written.

8. Final Examination. The final examination on the thesis and on the subject matter of the major and minor fields will be oral. The examination on both thesis and major and minor work will be held at the same time unless otherwise arranged by special permission of the Graduate Council.

## THE TRAINING OF COLLEGE TEACHERS

College and preparatory schools are constantly calling upon the university graduate schools for efficient teachers. The Duke University Graduate School will endeavor to discover among the candidates for advanced degrees those students who show promise of becoming good teachers. Provision will be made in the various departments for the consideration and discussion

of problems of teaching. Graduate students who expect to teach will be given opportunity to gain practical experience under the supervision of successful teachers. The Graduate School will keep such records as will enable it to recommend with confidence students who are likely to prove efficient as teachers.

### THE GRADING OF GRADUATE STUDENTS

Members of the faculty are expected to report the grades of graduate students promptly at the end of each semester on the cards provided for that purpose.

In the grading of graduate students, S or satisfactory shall represent work of an acceptable character, G or good shall be the next higher grade, and E or exceptional shall be the highest grade. F or failing indicates that the grade of the student is below passing. In a course in which both graduates and undergraduates are enrolled, the grade S shall represent approximately the degree of attainment marked 80 in the case of an undergraduate. A mark of "Incomplete" may be given when a student has failed, for an acceptable reason, to complete some portion of the required work in a course in which his standing is generally satisfactory. The student should arrange with the instructor to complete the remaining work of the course as promptly as possible.

### GENERAL REGULATIONS

Not more than twenty-five students are permitted in a class giving graduate credit, nor are undergraduate students below the senior year permitted in such a class. Exceptions to this rule may be made by special permission of the Graduate Council on recommendation of the department concerned.

In courses exclusively for graduates, students may be given extra credit in semester-hours for extra work done with the approval of the Graduate Council on recommendation of the department.

# COURSES OF INSTRUCTION

## DEPARTMENT OF BIOLOGY

(Certain undergraduate courses are open to graduate students with the approval of the department. See the "Bulletin of Undergraduate Instruction.")

### BOTANY

#### FOR SENIORS AND GRADUATES

- 251. Plant Physiology.**—*First semester.* Lectures: to be arranged. **4 s.h.**  
ASSISTANT PROFESSOR AVERY

Prerequisite, Botany 1.

- 201. Cytology.**—A study of the cell. Laboratory and lectures. *Second semester.* **4 s.h.**  
ASSISTANT PROFESSOR AVERY

Prerequisites, Botany 1 or Zoölogy 1 and one other course of intermediate grade.

- 202. Inheritance and Variation.**—A study of the principles of inheritance in plants and animals. Lectures, assigned readings, and some laboratory work. *Second semester.* **3 s.h.**  
PROFESSOR BLOMQUIST

Prerequisites, Botany 1 or Zoölogy 1.

- 225. Special Problems.**—Hours and credits to be arranged.

BOTANICAL STAFF

#### FOR GRADUATES

- 311. Advanced Mycology.**—Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

- 312. Advanced Plant Pathology.**—Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

- 352. Advanced Plant Anatomy.**—Structure and development of anatomy of economic plants. *Second semester.* **4 s.h.**

ASSISTANT PROFESSOR AVERY

- 356. Taxonomy of Special Groups.**—*Second semester.* **4 s.h.**

PROFESSOR BLOMQUIST

- 399. General Botanical Seminar.**—One hour per week throughout the year. Required of all graduates majoring in botany. Seniors are invited to attend. Hour to be arranged. **2 s.h.**

BOTANICAL STAFF

### ZOOLOGY

#### FOR SENIORS AND GRADUATES

- 152. Comparative Physiology.**—The primary functions of animals of all groups and a more detailed study of the physiological processes in mammals. *Second semester.* **4 s.h.**  
PROFESSOR HALL

Prerequisite, one year of Zoölogy.

**181. Animal Micrology.**—The technique of preparing normal sections of the various types of tissue. **4 s.h.** PROFESSOR CUNNINGHAM

**191. General Embryology.**—The fundamental principles of embryology, especially in the frog and the chick, with some work on the mammal. **4 s.h.** PROFESSOR CUNNINGHAM

**221. Entomology.**—The taxonomy, morphology, and physiology of insects, their theoretic and economic aspects. For students who have had at least one year of Zoölogy. *Offered in even years.* **4 s.h.**

ASSISTANT PROFESSOR HOPKINS

**231. Protozoölogy.**—A study of the taxonomy, morphology, and physiology of unicellular organisms. For students who have had at least one year of Zoölogy. *Offered in alternate years.* **4 s.h.**

ASSISTANT PROFESSOR HOPKINS

**261. Animal Parasites.**—A consideration of animal parasites with particular emphasis upon those infesting man. Of particular interest to students preparing for medicine or public health work. **4 s.h.**

PROFESSOR PEARSE

Prerequisite, Zoölogy 1-2.

COURSES PRIMARILY FOR GRADUATES, BUT OPEN TO SENIORS  
WITH ADEQUATE TRAINING

**272. Ecology.**—Natural history of animals—relations to environment. Assigned readings, lectures, reports, conferences. For students who have had at least one year of Zoölogy. *Offered in odd years.* **2 s.h.**

PROFESSOR PEARSE

**201. Animal Behavior.**—The development of mind in animals. Assigned readings, lectures, reports, conferences. *Offered in even years.* **2 s.h.**  
[Not offered in 1930-31]

PROFESSOR PEARSE

**228. Endocrinology.**—This course includes the structure, physiology, and embryology of the endocrine glands. The work consists of lectures and reading assignments and reports. **2 s.h.**

PROFESSOR CUNNINGHAM

**232. Advanced Protozoölogy.**—Lectures and conferences, on the recent developments in the field of Protozoölogy. In the laboratory an individual problem will be undertaken by each student. The prerequisites for the course are (1) a definite and feasible problem, and (2) the proper training for carrying out this problem. **4 s.h.**

ASSISTANT PROFESSOR HOPKINS

**219-220. Research.**—Students who have had proper training may carry on research under the direction of members of the faculty. STAFF

**262. Advanced Parasitology.**—Lectures, conferences, and readings dealing with practical and theoretical matters relating to animal parasites.



Laboratory work on special problems may be taken in connection with this course by registering for Course 219-220. *Offered in odd years. 2 s.h.*

PROFESSOR PEARSE

**223. Advanced Physiology.**—A presentation of some of the problems with which physiologists have been concerned during recent years. Lectures, conferences, and laboratory work. *First semester. 4 s.h.*

PROFESSOR HALL

**222. Advanced Ecology.**—Readings, conferences, and reports; directed work in field or laboratory. *Second semester. 2 or more s.h.*

PROFESSOR PEARSE

**292. Experimental Embryology.**—Lectures, assigned readings, and reports. In the laboratory a study is made of the effects of environment on various forms of animals, including the frog, chick, and mammal. Students electing laboratory work in connection with this course should register for Zoölogy 219-220. *2 s.h.*

PROFESSOR CUNNINGHAM

[Not offered in 1930-31]

#### FOR GRADUATES

**351. Seminar.**—A weekly meeting of graduate students and faculty to hear reports and to discuss biological facts, theories, and problems. One hour a week throughout the year. *2 s.h.*

STAFF

### DEPARTMENT OF CHEMISTRY

#### FOR SENIORS AND GRADUATES

**261-262. Physical and Electro Chemistry.**—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Recitation: *T.Th. at 8:30.* Laboratory: *F. 2-5. 6 s.h.*

PROFESSOR GROSS

Prerequisites: Chemistry 3, 5, College Physics, and College Algebra. Calculus is desirable but is not required.

**215-216. Advanced Inorganic Chemistry.**—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Recitations: *M.W. at 9:30.* Laboratory: *F. 2-5. 6 s.h.*

ASSISTANT PROFESSOR VOSBURGH

Prerequisites: Chemistry 1, 2, 3, and 5. Chemistry 6 and advanced physics are desirable.

**231. Quantitative Analysis.**—A continuation of Chemistry 3, involving some of the more difficult analytical methods. One recitation and six laboratory hours for one semester; hours to be arranged. *3 s.h.*

ASSISTANT PROFESSOR VOSBURGH

Prerequisite, Chemistry 3. Chemistry 6 is desirable.

**232. Instrumental Analysis.**—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours for one semester; hours to be arranged. *3 s.h.*

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 3, 6, and 31a. Laboratory Physics is desirable.



**241. Physiological Chemistry.**—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. *First semester.* Recitation: *M.W. at 8:30.* Laboratory: *T.F. 2-5. 4 s.h.* PROFESSOR WILSON

Prerequisites, Chemistry 3 and 5. Chemistry 6 is desirable, though not required.

**244. Metabolism.**—Open to students who have completed course 42 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without the lectures may be taken by students who have passed Chemistry 42. In this case only two semester hours credit will be given. *Second semester.* Recitation: *M.W. at 8:30.* Laboratory: *T.F. 2-5. 4 s.h.* PROFESSOR WILSON

**251-252. Intermediate Organic Chemistry.**—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 51 or research, and to meet the minor requirements of graduate students in other departments. Three recitations. **3 s.h.** ASSISTANT PROFESSOR BIGELOW

**253-254. Advanced Organic Chemistry.**—A continuation of Chemistry 5, including discussion of the theories of organic chemistry. The laboratory work will include preparations of the more difficult type, requiring reference to the original literature. Lecture: *T. at 11.* Laboratory: nine hours, to be arranged. **8 s.h.**

ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

Prerequisites, Chemistry 5 or equivalent and a reading knowledge of German.

**260. Colloid Chemistry.**—An introductory study of the colloidal state of matter. Two recitations and three laboratory hours for one semester; hours to be arranged. **3 s.h.** ASSISTANT PROFESSOR VOSBURGH

Prerequisites: Chemistry 5 and 6. Calculus, Chemistry 61, and advanced physics are desirable.

**271. Introduction to Research.**—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. **1 s.h.**

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW

**270. Research.**—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week, laboratory, and conferences. **3 or 6 s.h.**

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW, AND DR. HAUSER

This course is offered in both semesters; students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to Seniors who have had courses 3, 5<sup>b</sup>, and 6.

**273-274. Seminar.**—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. *F. at 12.*  
**2 s.h.** PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS  
 VOSBURGH AND BIGELOW, AND DR. HAUSER

**256. Organic Analysis.**—The elements of organic, qualitative and quantitative analysis, primarily for students taking organic research. Laboratory: nine hours to be arranged. **3 s.h.**

ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

Prerequisite, Chemistry 5 or equivalent.

#### FOR GRADUATES

**350. Synthetic Organic Methods.**—A lecture course, dealing with the application of synthetic organic methods in certain selected fields, such as dyes, pharmaceuticals, perfumes, terpenes, alkaloids, etc. *One semester—either fall or spring.* Lectures and conferences to be arranged.  
**3 s.h.** ASSISTANT PROFESSOR BIGELOW

Prerequisites, Chemistry 5 or equivalent.

**361-362. Chemical Thermodynamics.**—A discussion of general chemical theory from the standpoint of thermodynamics. Three recitations. **6 s.h.**  
 Offered in alternate years with Chemistry 363. PROFESSOR GROSS

**363-364. Chemical Kinetics.**—Theories of reaction velocity, catalysis, the theory of the solid state, the structure of atoms, the radiation theory. Offered in alternate years with Chemistry 361. **6 s.h.**

PROFESSOR GROSS

Prerequisite, Chemistry 6 or its equivalent.

**365. Phase Rule.**—A discussion of typical systems, isothermal curves, and space models. Three recitations. *One semester—either fall or spring.* **3 s.h.**  
 ASSISTANT PROFESSOR VOSBURGH

### DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

#### FOR SENIORS AND GRADUATES

**203. Money and Banking.**—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. *First semester.* **3 s.h.**

PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.

**235. Public Finance.**—This course deals with public expenditures, public revenues, public debts, and financial administration. *Second semester. 3 s.h.* PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.

**237. American Federal Finance.**—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public debt administration, and budgetary procedure. *First semester. 3 s.h.* ASSISTANT PROFESSOR GRAY

[By special permission, Seniors may substitute course 237 for course 235]

**238. Industrial and Financial History of the United States.**—The development of American industrial and financial institutions and their economic and ideological backgrounds. *Second semester. 3 s.h.*

ASSISTANT PROFESSOR GRAY

[By special permission, Seniors may substitute course 238 for course 203]

**239. Statistical Methods.**—Statistical analysis as a tool in investigation; its limitations, and the interpretation of statistical results. Methods especially applicable to economic data are given most attention. Two hours lecture and one laboratory period. *First semester. 3 s.h.*

[Not offered in 1930-31]

ASSISTANT PROFESSOR GRAY

**240. Statistical Analysis of Time Series.**—A study of so-called business "cycles" and "barometers" and the analysis of other periodic economic phenomena. Prerequisite, course 239. Two hours lecture and one laboratory period. *Second semester. 3 s.h.*

[Not offered in 1930-31]

ASSISTANT PROFESSOR GRAY

**254. Trade Unionism and Labor Problems.**—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and the United States. The structure, methods, and policies of modern unions. *First semester. 3 s.h.* PROFESSOR COTTON

[By special permission, Seniors may substitute course 254 for course 105]

**255. Industrial Relations.**—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Course 254 is a prerequisite for this course. *Second semester. 3 s.h.*

PROFESSOR COTTON

[By special permission, Seniors may substitute course 255 for course 158]

**265. International Trade.**—An analysis of the theoretical principles underlying international trade together with an historical study of the

foreign trade and tariff policies of the United States, France, Germany, and England down to 1914. *First semester. 3 s.h.*

ASSISTANT PROFESSOR ROBERTS

**266. Foreign Trade and Recent Commercial Policy.**—A study of the influence on foreign trade of post-war protectionism, war debts, international capital movements, and inconvertible paper money. Practical problems in buying and selling abroad. Special attention given to Latin America. *Second semester. 3 s.h.*

ASSISTANT PROFESSOR ROBERTS

**214. Economic Systems.**—A study of alternative economic systems. In addition to an analysis of communism, anarchism and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. *First semester. 3 s.h.*

PROFESSOR HOOVER

**215. Economic Functions of the State.**—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. *Second semester. 3 s.h.*

PROFESSOR HOOVER

FOR GRADUATES AND SENIORS BY SPECIAL PERMISSION

**210. History of Political Economy.**—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. *6 s.h.*

ASSISTANT PROFESSOR ROBERTS

**312. Value and Distribution.**—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. *4 s.h.*

PROFESSOR HOOVER AND ASSISTANT PROFESSOR ROBERTS

**349. Research in Corporation Organization and Finance.**—Open to graduate students and, by special permission, to Seniors who have completed creditably courses 104 and 144. *Second semester. 2 s.h.*

PROFESSOR GLASSON

**275. Advanced Industrial Accounting and Management.**—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost accounting is worked by each student during the course. *6 s.h.*

PROFESSOR COTTON

Courses 105 and 7 are ordinarily prerequisites for this course.

## FOR GRADUATES

**331. Advanced Banking.**—This course is open to students who have completed creditably Economics 1 and Economics 3<sup>a</sup> or equivalent courses in other institutions. The subjects for study will be found in the history, theory, and contemporary functions of the banking systems in the United States, England, and France. *First semester, T. 3:30-5:30. 2 s.h.*

PROFESSOR GLASSON

## POLITICAL SCIENCE

## FOR SENIORS AND GRADUATES

**228. American Political Institutions.**—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. *3 s.h.*

ASSOCIATE PROFESSOR RANKIN

[Not offered in 1930-31]

**225. American Political Parties and Practical Politics.**—A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. *First semester. 3 s.h.*

ASSOCIATE PROFESSOR RANKIN

**226. Parliamentary Government.**—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. *Second semester. 3 s.h.*

ASSOCIATE PROFESSOR RANKIN

**208. American Constitutional Law and Theory.**—Attention is given to leading constitutional principles of American government, as developed through judicial interpretation. Emphasis is placed upon problems of current importance. Lectures, reading of cases, assigned legal problems. *First semester. 3 s.h.*

PROFESSOR WILSON

**264. Railroad Regulation in the United States.**—A brief consideration of the general problem of governmental regulation of railroads is followed by a more intensive study of the powers and activities of regulatory bodies, state and federal. The latter part of the course deals with an analysis of the Transportation Act of 1920 and its administration up to the present time. *Second semester. 3 s.h.*

PROFESSOR WILSON

**209. State Government in the United States.**—The subject-matter covers the historical development of government in the states of the Union, the present political organization, and relations between state and federal government. *First semester. 3 s.h.*

ASSOCIATE PROFESSOR RANKIN

**294. City and County Government.**—A study of the general problems of city government in the United States and in Europe. The latter part of the course is devoted to a study of county government in the United States, with particular reference to North Carolina. *Second semester. 3 s.h.*

ASSOCIATE PROFESSOR RANKIN



**223. Political Thought to the Seventeenth Century.**—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, special emphasis is placed upon the development of important concepts in political theory. *First semester. 3 s.h.*

PROFESSOR WILSON

[Not offered in 1930-31]

**224. Modern Political Theory.**—The political theories of Hobbes, Locke, Rousseau, Montesquieu, Harrington, Burke, and John Stuart Mill are studied with particular reference to their influence upon American political thought. The latter part of the course deals with socialism and the modern idea of the state. *Second semester. 3 s.h.* PROFESSOR WILSON

[Not offered in 1930-31]

**227. International Law and International Organization.**—Elements of international law and the application of principles through recent judicial interpretation and in international negotiations. Particular attention is given to the manner in which the law has been interpreted and applied by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. *6 s.h.*

PROFESSOR WILSON

**318. General Seminar in Economics and Political Science.**—All graduate students with economics or political science as a major subject are members of this seminar. Reports of progress in research will be made, and there will be lectures and critical discussion by members of the department. *T. at 7:30. 2 s.h.* STAFF

## DEPARTMENT OF EDUCATION

### ELEMENTARY EDUCATION

#### FOR SENIORS AND GRADUATES

**207. Technique of Teaching.**—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite: teaching experience or six semester-hours of work in materials and methods. *First semester. 3 s.h.* ASSOCIATE PROFESSOR CARR

**212. The Curriculum and Materials of the Elementary Grades.**—A study of curriculum problems in the elementary school. *First semester. 3 s.h.* ASSOCIATE PROFESSOR CARR

[Not offered in 1930-31]

**222. Methods of Teaching and Supervising the Fundamental Subjects.**—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. *Second semester. 3 s.h.* ASSOCIATE PROFESSOR CARR

[Not offered in 1930-31]

**232. Elementary School Supervision.**—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. *Second semester. 3 s.h.* ASSOCIATE PROFESSOR CARR



## EXPERIMENTAL EDUCATION AND EDUCATIONAL PSYCHOLOGY

**206. Psychological Principles of Secondary Education.**—A study of adolescence and the psychology of learning as applied to teaching the principal high school subjects. **3 s.h.**

PROFESSOR CHILDS AND VISITING PROFESSOR TROTH

[Not offered in 1930-31]

**209. Statistical Methods Applied to Education.**—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. *Second semester.* **3 s.h.**

ASSISTANT PROFESSOR DIMMITT

[Not offered in 1930-31]

**219. Experimental Education.**—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. *First semester.* **3 s.h.**

PROFESSOR BROWNELL

**228. Psychology of Learning.**—A study of methods of measuring and representing progress in learning, the conditions and factors influencing learning, individual differences, etc. Constant reference to experimental literature. *First semester.* **3 s.h.**

ASSISTANT PROFESSOR DIMMITT

**248. Investigations in Arithmetic.**—An analytical survey of investigations in arithmetic with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the value of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. *First semester.* **3 s.h.**

PROFESSOR BROWNELL

## FOR GRADUATES

**318. Investigation of Study Problems.**—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. **3 s.h.**

PROFESSOR ———

**338. Investigations in Reading.**—A summary of the results of the more important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing, diagnosis, and supervision; emphasis of problems requiring further investigation. Prerequisite: nine semester-hours of Education. *Second semester.* **3 s.h.**

PROFESSOR BROWNELL

**348. Research in Arithmetic.**—A course designed for students who have original problems in arithmetic which they desire to investigate. Such studies may be either individual or coöperative. Education 248 is advised as a preliminary course, but is not required. *Second semester.* **3 s.h.** PROFESSOR BROWNE

## HISTORY AND PHILOSOPHY OF EDUCATION

FOR SENIORS AND GRADUATES

**200. Introduction to the Philosophy of Education.**—A consideration of fundamental concepts underlying educational theory. *First semester.* **3 s.h.** PROFESSOR HOLTON

[Not offered in 1930-31]

**214. History of Education in the United States.**—A study of the development of the American public school and the interaction of higher education and the public school. *First semester.* **3 s.h.** PROFESSOR HOLTON

**224. Current Problems in Public Education as Revealed Through School Surveys.**—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. *First semester.* **3 s.h.** PROFESSOR HOLTON

[Not offered in 1930-31]

**234. Recent Movements in American Education.**—An intensive study of educational thought and practice since 1900. *First semester.* **3 s.h.**

[Not offered in 1930-31]

PROFESSOR HOLTON

**244. Studies in the Historical Development of Public School Administration.**—An advanced course devoted to the development of public school administration in the South, with especial reference to North Carolina as a type. *First semester.* **3 s.h.** PROFESSOR HOLTON

[Not offered in 1930-31]

**254. History of Secondary Education in the United States.**—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. *First semester.* **3 s.h.** PROFESSOR PROCTOR

[Not offered in 1930-31]

## PUBLIC SCHOOL ADMINISTRATION

**213. Secondary School Organization and Administration.**—A study of the outstanding problems of secondary school organization and administration other than the problem of gradation and classification of pupils. *Second semester.* **3 s.h.** PROFESSOR PROCTOR

**233. Administrative Pupil Accounting.**—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of

pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. *First semester. 3 s.h.* PROFESSOR PROCTOR

**253. Legal Phases of School Administration.**—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. *Second semester. 3 s.h.* PROFESSOR HOLTON

#### FOR GRADUATES

**323. Public School Finance.**—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. *Second semester. 3 s.h.* PROFESSOR PROCTOR

**343. State and County School Administration.**—A study of state and county organization of public schools, emphasizing underlying principles. *First semester. 3 s.h.* PROFESSOR PROCTOR  
[Not offered in 1930-31]

#### SECONDARY EDUCATION AND EDUCATIONAL SOCIOLOGY

##### FOR SENIORS AND GRADUATES

**205. Sociological Foundations of the Secondary School Subjects.**—A consideration of the aims and objectives of secondary school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite: six semester-hours in education, including course 105. *First semester. 3 s.h.* PROFESSOR CHILDS

**215. Principles of Vocational Guidance.**—A study of the objectives and underlying principles of vocational guidance, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite: six semester-hours in educational sociology, preferably courses 105 and 205. *Second semester. 3 s.h.* PROFESSOR CHILDS  
[Not offered in 1930-31]

**225. Rural Sociology.**—A study of rural life with emphasis upon the social and economic forces which apply to the life of the rural community. *Second semester. 3 s.h.* PROFESSOR CHILDS  
[Not offered in 1930-31]

**226. The Teaching of High School History.**—Identical with History 212. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *6 s.h.* ASSOCIATE PROFESSOR SHRYOCK

**235. Principles of Vocational Education.**—A study of the social basis for vocational education; a brief review of the developments in the field up

to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. *Second semester. 3 s.h.* PROFESSOR CHILDS

**246. The Teaching of Mathematics.**—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *Second semester. 3 s.h.* PROFESSOR RANKIN

#### RESEARCH METHODS

##### FOR GRADUATES

**300. Methods of Educational Research: Seminar.**—Graduate students are instructed in methods of research as applied to selected educational problems. Each student must select for intensive study and practice a subject in which he is interested. This course is recommended for all graduate student taking major work in Education. *First semester. 3 s.h.* PROFESSOR PROCTOR AND OTHER MEMBERS OF THE DEPARTMENT

### DEPARTMENT OF ENGLISH

#### FOR SENIORS AND GRADUATES

**201-202. Anglo-Saxon.**—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of *Beowulf*. **6 s.h.** PROFESSOR BROWN

**203-204. Chaucer.**—**6 s.h.**

PROFESSOR BAUM

**205-206. Middle English.**—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language. **6 s.h.** PROFESSOR BAUM

Students may elect English 205-206 without having studied either Anglo-Saxon or Middle English.

[Not offered in 1930-31]

**207-208. English Literature, 1400-1550.**—**6 s.h.**

PROFESSOR BAUM

**209-210. English Romances.**—This course consists of a rapid reading of the chief romances of the Middle English period. **6 s.h.**

[Not offered in 1930-31]

PROFESSOR BAUM

**211. English Literature, 1550-1625.**—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. **3 s.h.** PROFESSOR GILBERT

**212. English Literature, 1625-1660.**—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. **3 s.h.** PROFESSOR GILBERT

**213-214. The Ballad and Other Folk-Lore.**—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina

and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. 6 s.h. PROFESSOR BROWN

**215-216. The Drama of the Elizabethan Period.**—A study of the drama in England from its beginnings to 1640. 6 s.h. PROFESSOR GILBERT

**217-218. Spenser and Milton.**—An exhaustive study of the works of Spenser and Milton. PROFESSOR GILBERT  
[Course 217 will be offered the second semester, 1930-31]

**219. English Literature, 1660-1744.**—3 s.h. PROFESSOR WHITE

**220. English Literature, 1744-1798.**—3 s.h. PROFESSOR WHITE

**221. The Drama in England, 1640-1770.**—3 s.h. PROFESSOR BAUM  
[Not offered in 1930-31]

**223-224. Studies in the Romantic Poets of the Early Nineteenth Century.**—This course considers in an exhaustive manner the works of some of the Romantic poets. 6 s.h. PROFESSOR WHITE

**225-226. Studies in Victorian Literature.**—This course considers in an intensive way the works of some of the most important writers of the period. 6 s.h. PROFESSORS GREENE AND CHASE

**227. Literary Criticism.**—A history of literary criticism to 1700. 3 s.h. PROFESSOR GILBERT

**228. Literary Criticism.**—A history of literary criticism from 1700 to the present. 3 s.h. PROFESSOR GILBERT

**229-230. American Literature.**—This course considers in an exhaustive manner the works of some of the American writers. 6 s.h. PROFESSOR HUBBELL

**231-232. The Teaching of Literature and Composition in the High School.**—This course is intended especially for those students who expect to teach in the high schools and for teachers in the city or county who desire instruction in the teaching of English. The work of the course includes consideration of methods and aims in the study of literature and the writing of English, the nature and values of the various kinds of literature, the planning of the high-school course, and the study of the most important English classics in the high school curriculum. 6 s.h. PROFESSOR GILBERT

This course is also open to teachers with experience.  
[Not offered in 1930-31]

#### FOR GRADUATES

**301-302. Bibliography and Methods of Research.**—*M.W.* 3-4:30. 6 s.h. PROFESSORS HUBBELL AND BAUM



This course or its equivalent is required of all candidates for higher degrees in English.

**303-304. The Elizabethan Period.**—This course considers in an exhaustive manner the works of some of the Elizabethan writers. **3 s.h.**

PROFESSOR GILBERT

[Not offered in 1930-31]

**305-306. The Early Renaissance.**—A seminar in the literature and language of the early Renaissance in England and Scotland. **3 s.h.**

[Not offered in 1930-31]

PROFESSOR BAUM

**307-308. American Literature.**—A seminar in American literature. **6 s.h.**

PROFESSOR CHASE

**309-310. Chaucer.**—Special studies in the works and language of Chaucer; lectures, reports, and a thesis. *One semester.* **3 s.h.**

PROFESSOR BAUM

## DEPARTMENT OF GERMAN

### FOR SENIORS AND GRADUATES

**201-202. Goethe.**—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities. **6 s.h.**

PROFESSOR KRUMMEL

**203-204. Leibnitz to Romanticism.**—Eighteenth century German literature in its relation to contemporary European philosophy. Lectures, collateral reading. **6 s.h.**

PROFESSOR VOLLMER

**205-206. Middle High German.**—The language and literature of Germany's first classical period. Grammar and translation. First semester: Wright's *Middle High German Primer*, and *Der arme Heinrich*. Second semester: *Das Nibelungenlied*, *Tristan und Isolde*, or *Parzival*. **6 s.h.**

PROFESSOR VOLLMER

### FOR GRADUATES

**301-302. Gothic.**—Phonology and morphology of Gothic as the basis of modern English and German. Reading of Ulfilas Gothic version of the Bible. **6 s.h.**

PROFESSOR VOLLMER

**303-304. German Seminar.**—A seminar will be conducted for properly qualified students.

PROFESSOR VOLLMER

## DEPARTMENT OF GREEK

### FOR SENIORS AND GRADUATES

**201-202. Greek Drama.**—Selected plays are read, and their dramatic construction and distinctive features are discussed. **6 s.h.**

PROFESSOR PEPPLER



**203-204. Homer.**—*Odyssey*. *Pindar* and *Bacchylides*.—6 s.h.

PROFESSOR PEPPLER

**205-206. Greek Historians.**—*Herodotus*, Books VII and VIII; *Thucydides*, Books VI and VII. 6 s.h.

PROFESSOR PEPPLER

**207-208. Greek Orators.**—Selected speeches. 6 s.h.

PROFESSOR PEPPLER

**243. Greek Archaeology.**—The topography and monuments of Athens are studied, and other matters supplementary to course 141-142 are presented. Course 243 is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Courses 105-106 (or its equivalent) and 141-142 are prerequisites. 3 s.h.

ASSISTANT PROFESSOR JOHNSON

**244. Greek Epigraphy.**—The history of the alphabet is studied, and important inscriptions are read for their content. Prerequisite, Greek 107-108 or its equivalent. 3 s.h.

ASSISTANT PROFESSOR JOHNSON

#### FOR GRADUATES

**301-302. Seminar in Aristophanes.**—The student is required to read the eleven comedies, to prepare an analysis of one play and discuss important literary and historical questions suggested by it, and to write a grammatical and exegetical commentary on a selected passage. Lectures on the history of Greek comedy and a study of some of the important extant fragments will accompany the work in Aristophanes. 6 s.h.

PROFESSOR PEPPLER

**303-304. Seminar in the Greek Historians.**—Similar to course 301-302 in that the student reads prescribed portions of Herodotus and Thucydides, analyzes one book of Thucydides, and prepares a commentary on a selected passage. 6 s.h.

PROFESSOR PEPPLER

### DEPARTMENT OF HISTORY

#### AMERICAN HISTORY

##### FOR SENIORS AND GRADUATES

**203. The Union, Confederacy, and Reconstruction.**—Among the subjects considered are constitutional theories and sectional controversies, the rise of secession, the military strategy and conduct of the Civil War, constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. *First semester, M.W.F. at 12.* 3 s.h.

PROFESSOR BOYD

[Not offered in 1930-31]

**210. Constitutional History of the United States, 1763 to 1860.**—Among the subjects considered are the issues and nature of the Revolution, the problems of the Confederation, the nature of the constitution in the light

of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. 6 s.h.

PROFESSOR BOYD

[Not offered in 1930-31]

**230. The History of North Carolina.**—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. *Second semester, M.W.F. at 12. 3 s.h.*

PROFESSOR BOYD

[Not offered in 1930-31]

**231. The Hispanic-American Republics.**—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. *First semester, M.W.F. at 9:30. 3 s.h.*

PROFESSOR RIPPY

**232. The Hispanic Colonies of the New World.**—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. *Second semester, M.W.F. at 9:30. 3 s.h.*

DR. LANNING

[Not offered in 1930-31]

#### FOR GRADUATES

**206. Southern History, 1763-1860.**—The rôle of the South in American political and social development is traced with special reference to local conditions, state and regional. Among the topics emphasized are political ideals and political parties, southwestern expansion, cotton culture and slavery, local sectionalism, transportation, education, the churches, and the movement for secession. *First semester, M.F. at 4-6. 4 s.h.*

PROFESSOR BOYD

**307. The Colonial Period, 1606-1763.**—Emphasis is placed on certain typical institutional and social origins and the development of British policy toward the colonies. *M. 4-6. 4 s.h.*

PROFESSOR BOYD

[Not offered in 1930-31]

**315. Seminar in Southern History.**—Selected topics in the development of the South Atlantic region, chosen from year to year, in different periods in its development. *W. 4-5. 2 s.h.*

PROFESSOR BOYD

**321. Studies in the Diplomatic History of the United States.**—A research course, open to students approved by the instructor. The aim is to give a familiarity with the sources and literature of South-American diplomatic relations and to investigate related topics in chosen fields from year to year. These fields are: (a) Independence movement of Latin America, (b) Latin-American Foreign Relations, (c) Sectionalism and American Foreign Relations. *W. 4-6. 4 s.h.*

PROFESSOR RIPPY

## EUROPEAN HISTORY

## FOR SENIORS AND GRADUATES

**204. English Constitutional History.**—After a brief review of the Anglo-Saxon period a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of British government as it exists today. **6 s.h.** PROFESSOR LAPRADE

[Not offered in 1930-31]

**217. Europe Since 1870.**—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. **6 s.h.**

ASSOCIATE PROFESSOR CARROLL

**218. The History of the European Proletariat.**—This course is concerned chiefly with the origins, expansion, and organization of the industrial working classes of Europe. The following problems will be emphasized: the decline of serfdom, the growth of an urban working class, social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. *T.Th.S. at 9:30.* **6 s.h.** ASSOCIATE PROFESSOR CARROLL

[Not offered in 1930-31]

**222. Early Modern History.**—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. *T.Th.S. at 8:30.* **6 s.h.**

ASSISTANT PROFESSOR NELSON

[Not offered in 1930-31]

**223. Medieval Institutions and Culture.**—A consideration of the classical heritage, the Germanic infusion, the development of ecclesiastical, feudal, monarchical, and communal institutions, the relations of church and state, the use of universities, vernacular literature, philosophy and art, 300-1300 A.D. **6 s.h.** ASSISTANT PROFESSOR NELSON

## FOR GRADUATES

**305. A Seminar in the History of England and the British Empire.**—The work consists of practical training in the methods of historical research based on sources for modern British history. *F. 7-8.* **2 s.h.**

PROFESSOR LAPRADE

**325. British Nationality and Public Opinion.**—A study of the various political and social groups that have contended for the control of English politics and government since the sixteenth century, the methods by which they sought to exercise that control, and the resulting influence on national ideals. **4 s.h.** PROFESSOR LAPRADE

**327. Modern Phases of the English Constitution.**—A brief review of the medieval constitution, followed by a more intensive study of certain aspects of its development in the sixteenth, seventeenth, and eighteenth centuries. 4 s.h.

PROFESSOR LAPRADE

[Not offered in 1930-31]

**328. Foundations of the British Empire.**—The growth of the British trade and colonization in the sixteenth, seventeenth, and eighteenth centuries, including the causes in Great Britain of the American Revolution. T. 4-6. 4 s.h.

PROFESSOR LAPRADE

[Not offered in 1930-31]

### THE TEACHING OF HISTORY

FOR SENIORS AND GRADUATES

**212. The Teaching of History and Civics.**—The work in the first semester consists of a discussion of the question of aims and values in teaching history and civics, textbooks, programs of study, methods of instruction, the use of maps and pictures, and some consideration of the problems of teaching history in the elementary schools. The second semester is devoted chiefly to the making and presenting of lesson-plans for use in the high school, to making assignments, and to other problems of high school teaching. T.Th.S. at 12. 6 s.h.

ASSOCIATE PROFESSOR SHRYOCK

### BIBLIOGRAPHY

FOR GRADUATES

**326. Historiography and Bibliography.**—A survey of the development of historical writing, and examination of the greater collections of historical sources, and a consideration of the inter-relationship of history and other branches of social knowledge. 2 s.h.

MEMBERS OF THE DEPARTMENT

[Not offered in 1930-31]

### DEPARTMENT OF LATIN AND ROMAN STUDIES

FOR SENIORS AND GRADUATES

**201. Roman Fiction.**—Petronius and Apuleius; the Milesian tale and its influence.

[Not offered in 1930-31]

**202. Early Latin Christianity.**—Readings in Tacitus, Pliny, Minucius Felix, and the church fathers.

[Not offered in 1930-31]

One of the two following year-courses 203-204 or 205-206 will be offered in 1930-31:

**203-204. Epic Poetry.**—Vergil: a study of the Greco-Roman epic, its development, significance, and influence. Throughout the year. 6 s.h.

ASSISTANT PROFESSOR GATES

**205-206. Roman Dramatic Literature.**—Select Comedies of Plautus and Terence; select Tragedies of Seneca. Rapid reading course. Throughout the year. **6 s.h.**  
ASSISTANT PROFESSOR GATES

**209-210. Vulgar Latin and Introduction to Romance Philology.**—  
[Not offered in 1930-31]

**216. Roman Topography and Remains.**—Lectures and reports. *Second semester.* **3 s.h.**  
PROFESSOR ROSBOROUGH

FOR GRADUATES

**301-302. Roman Life.**—  
[Not offered in 1930-31]

**309-310. Sight Reading and Composition.**—  
[Not offered in 1930-31]

**311. Latin Inscriptions.**—Introductory course in Latin Epigraphy with study of inscriptions for their linguistic, historical, and literary significance. *First semester.* **3 s.h.**  
PROFESSOR ROSBOROUGH

**321-322. Seminar.**—Training in criticism and research. In 1930-31 the work will probably be based on Plautus. Throughout the year. **6 s.h.**  
PROFESSOR ANDERSON

**325-326. Linguistics.**—The forms and flexions of Latin and Greek; the development of the study of syntax among the Greeks; the historical syntax of Latin. Throughout the year. **6 s.h.**  
PROFESSOR ANDERSON

**331-332. Roman Historical Literature.**—  
[Not offered in 1930-31]

## DEPARTMENT OF MATHEMATICS

All the courses listed will not be given every year. For a major in this department the required number of hours must be made up from a group of courses approved by the department and not selected at random. Graduate students are expected to have undergraduate credit for several of the courses listed below before they begin their program of graduate work.

FOR SENIORS AND GRADUATES

**201. History of Mathematics.**—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 30.

**204. Teaching of Mathematics.\***—This course is designed primarily for those who intend to teach high school and college mathematics. It deals with the recent changes in methods of studying mathematics. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 30.

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\* This course carries graduate credit only for students whose major subject is education.



**225. Theory of Equations and Determinants.—3 s.h.**

ASSISTANT PROFESSOR PATTERSON

Prerequisite, course 25.

**231. Differential Equations.**—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. **3 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 30.

**235. Modern Higher Algebra.**—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. *Either semester.* **3 s.h.**

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 25.

**239-240. Advanced Calculus.**—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. **6 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 30.

**250. Modern Geometry.**—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high school geometry. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 25.

**255-256. Projective Geometry.**—The elements of projective geometry treated synthetically. Introduction to homogeneous coordinates with application to projective geometry. Study of different types of collineations. **6 s.h.**

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 25.

**259-260. Analytic Geometry of Space.**—The usual topics treated in cartesian and homogeneous coordinates. An introduction to differential geometry is included. **6 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 25.

**275. Probability.**—Introductory course. Combinatory analysis, mean values, Bernoulli's theorem, the probability integral, statistics. **3 s.h.**

ASSISTANT PROFESSOR MILES

Prerequisite, course 30.

**276. Probability.**—Continuation of course 275. Geometrical probability, probability of causes, theory of errors, applications. **3 s.h.**

ASSISTANT PROFESSOR MILES

**280. Fourier's Series and Spherical Harmonics.**—The properties of Fourier's Series and spherical harmonics with application to problems of mathematical physics. *Either semester.* **3 s.h.**

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 30.



**284. Vector Analysis.**—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. **3 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 30.

#### FOR GRADUATES

**325. Functions of a Real Variable.**—A study of some of the modern theories of integration, particularly those of Lebesgue, Stieltjes and Daniell. **6 s.h.**

ASSISTANT PROFESSOR MILES

Prerequisite, course 240.

**330. Theory of Functions of a Complex Variable.**—Study of analytic functions; conformal representation; the theory of infinite series and products with application to hyperbolic and Gamma functions; study of double-periodic functions. **6 s.h.**

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 240.

**335. Infinite Series.**—The theory of convergence and the algebraic and functional properties of series; special types of series; infinite products; divergent series. **6 s.h.**

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 240.

**340. Integral Equations.**—A study of the Volterra and Fredholm integral equations with special reference to their application to boundary problems of differential equations. **6 s.h.**

PROFESSOR ELLIOTT

Prerequisite, courses 230, 240.

**342. Theory of Differential Equations.**—Existence and nature of solutions of ordinary differential equations, algebraic theory of linear differential systems, boundary problems. **6 s.h.**

PROFESSOR ELLIOTT

Prerequisites, courses 230, 240.

**345. Calculus of Variations.**—This course will take up the study of the calculus of variations after the methods of Euler, Jacobi, Weierstrass, and Bolza. **6 s.h.**

ASSISTANT PROFESSOR HICKSON

Prerequisite, course 240.

**350. Differential Geometry.**—An elementary course in differential geometry. A study of the differential geometry of curves, surfaces, and curves on surfaces. **6 s.h.**

ASSISTANT PROFESSOR HICKSON

Prerequisites, courses 230, 240.

**355. Algebraic Geometry.**—The general theory of algebraic curves with applications to cubic curves. Study of certain types of transformations. **3 s.h.**

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 255.

**375. Partial Differential Equations.**—A study of some of the important types of differential equations of mathematical physics. **6 s.h.**

ASSISTANT PROFESSOR MILES

Prerequisites, courses 230, 240.

**380. Potential Theory.**—Newtonian and logarithmic potentials and their properties, Laplace's equation in potential theory and mathematical physics. **6 s.h.**

ASSISTANT PROFESSOR MILES

## DEPARTMENT OF PHILOSOPHY

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

## FOR SENIORS AND GRADUATES

**203. The Philosophy of Conduct.**—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbook. Text used: Everett's *The World of Values*. 3 s.h.

PROFESSOR CRANFORD

**204. Christian Ethics.**—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smythe's *Christian Ethics*. 3 s.h.

PROFESSOR CRANFORD

**205-206. Idealism.**—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. Prerequisite, Philosophy 101 or 102. 6 s.h.

PROFESSOR CRANFORD

**208. A Constructive Survey of Modern Science.**—An orientation course, designed to present a synthetic view of nature from the data of the modern sciences. It is aimed to be corrective of the tendencies toward over-specialization. Two lectures and one discussion hour. 3 s.h.

ASSISTANT PROFESSOR RHINE

**213-214. Philosophy of the Seventeenth Century.**—The center of this course will be a detailed study of Spinoza's Ethics, but attention will be given to his contemporaries, Descartes and Leibnitz, and to the contrast between the rationalism of these thinkers and the empiricism of the British philosophers, Locke, Berkeley, and Hume. Lectures and reports. 6 s.h.

PROFESSOR GILBERT

**215-216. History of Aesthetic.**—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, the sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. 6 s.h.

PROFESSOR GILBERT

**231. History of Ancient Philosophy.**—The history of European philosophical speculation from its rise among the Greeks to the time of Proclus. Lectures, study of texts, reports. *First semester, M.W.F. 10.* 3 s.h.

PROFESSOR WIDGERY

[Not given in 1930-31]

**232. History of Modern Philosophy.**—The history of occidental philosophy from Descartes to the middle of the nineteenth century, with special reference to Descartes, Spinoza, Leibnitz, Hume, Berkeley, Kant, and Hegel. Lectures, study of texts, reports. *Second semester, M.W.F. 10. 3 s.h.*

PROFESSOR WIDGERY

[Not given in 1930-31]

**233-234. Contemporary Philosophy.**—A study of the leading philosophical movements in Europe and America in the last fifty years. Lectures, discussions, and reports. Throughout the year. *M.W.F. 10. 6 s.h.*

PROFESSOR WIDGERY

**241. Comparative Ethics.**—A comparative study of the ethics of the great culture systems and religions, including Egyptian, Babylonian, Greek and Roman, Hindu, Buddhist, Zoroastrian, Jain, Confucian, Sikh, Jewish, Moslem, and Christian. Lectures and reports. *First semester, M.W.F. 11. 3 s.h.*

PROFESSOR WIDGERY

**242. Aesthetics.**—An analytic consideration of the beautiful, of aesthetic appreciation and artistic creation, with reference to classical periods in the history of art. Lectures, discussions, reports. *Second semester, M.W.F. 11. 3 s.h.*

PROFESSOR WIDGERY

[Not given in 1930-31]

**252. The Philosophy of History.**—An enquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, reports. *Second semester, M.W.F. 11. 3 s.h.*

PROFESSOR WIDGERY

**261-262. The Philosophy of Religion.**—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Prerequisite, SR 10<sup>a</sup> or SR 2<sup>a</sup> or SR 2<sup>b</sup>. Lectures, discussions, reports. **6 s.h.**

PROFESSOR WIDGERY

#### FOR GRADUATES

**301-302. Seminar in Philosophy.**—For the discussion of special problems, chiefly metaphysical. Two hours a week throughout the year. Time to be arranged. **4 s.h.**

PROFESSOR WIDGERY

### DEPARTMENT OF PHYSICS

#### FOR SENIORS AND GRADUATES

The following courses are arranged primarily for senior students, but they are open to graduate students. An elementary knowledge of the calculus and credit for 12 semester-hours in Physics is presumed in all of the following courses.

**201-202. Principles of Radio Transmission and Reception.**—A course covering the general theory of wave propagation and including a study of inductance, capacity, induction coils, oscillatory discharge, high frequency generators and transformers, and the various methods of detecting electromagnetic waves. **6 s.h.**

ASSISTANT PROFESSOR COLLINS

**203-204. Analytical Mechanics.**—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics, of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. *M.W.F. at 9:30. 6 s.h.* ASSISTANT PROFESSOR COLLINS

**205. Physical Optics.**—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and pre-medical students. The course is based on Taylor's *Advanced Optics. First semester, M.W.F. at 12. 3 s.h.* PROFESSOR HATLEY

**206. Modern Physics.**—A lecture course consisting of a rapid review of the entire field of physics with special emphasis on the outstanding experiments underlying modern physics. *Second semester, M.W.F. at 12. 3 s.h.* PROFESSOR HATLEY

**207-208. Electricity and Magnetism.**—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's *Electricity and Magnetism* is used as the basis of the lectures. Smith's *Electrical Measurements* is used as a guide in the laboratory exercises. Two lectures and one laboratory period a week, throughout the year. **6 s.h.** PROFESSOR EDWARDS

[Under special conditions a credit of either 2 or 4 semester-hours may be arranged.]

**209. Thermodynamics.**—Thermodynamics is the science on which is based all of the physico-chemical sciences. This introductory course deals with basic principles freed from all unnecessary complications. Hence it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies. *First semester, M.W.F. at 8:30. 3 s.h.* PROFESSOR EDWARDS

#### FOR GRADUATES

**301-302. Advanced Physical Laboratory.**—Mechanics, heat, radiation, electrical measurements, ionization, and radio activity. This course involves exact measurements in all the fields indicated. Classical experiments are repeated by much the same methods as were employed by the original investigators. Two laboratory periods per week. **2-6 s.h.**

PROFESSORS EDWARDS AND HATLEY, ASSISTANT  
PROFESSORS COLLINS AND NIELSEN

**304. Kinetic Theory of Gases.**—Fundamental ideas of equations of state, laws of gases, Maxwell's distribution law, equipartition law, viscosity, diffusion, thermal conductivity, and specific heats. *Second semester. 3 s.h.* PROFESSOR ———

**205-206. Theoretical Physics.**—This is an advanced course in general physics covering the elementary mathematical theory of mechanics, electrodynamics, hydrodynamics, thermodynamics, etc. A knowledge of the calculus is presumed and it is desirable that a student take concurrently Differential Equations. *M.W.Th.F. at 8:30. 8 s.h.*

ASSISTANT PROFESSOR NIELSEN

**207-208. Light.—6 s.h.**

PROFESSOR HATLEY

**309. Conduction of Electricity Through Gases.**—Electron theory of gaseous conduction. *First semester. 3 s.h.* PROFESSOR EDWARDS

**312. Spectroscopy.**—A laboratory course interspersed with occasional lectures dealing with standard practice in spectroscopy. *Second semester, M.W.F. at 8:30. 3 s.h.* PROFESSOR EDWARDS

**313-314. Thermionic Vacuum Tubes and Radio-Frequency Measurements.**—A laboratory course in radio measurements. Course 201-202 is a prerequisite of this course. **6 s.h.** ASSISTANT PROFESSOR COLLINS

**315-316. Quantum Theory.**—Application of the quantum theory to photo-electricity, resonance and ionization potentials, X-rays, radioactivity, spectral lines and fine structure, Stark and Zeeman effects, thermal radiation, and specific heats. Three lectures per week. Prerequisite, Theoretical Physics. **6 s.h.** ASSISTANT PROFESSOR NIELSEN

**317. Electron Theory.**—This course deals with such phases as the charge and mass of the electron, scattering of high speed charged particles by thin foils of matter, isotopes, atomic disintegration, nuclear and atomic structure, radiation, and ionization potentials. *First semester. 3 s.h.* PROFESSOR HATLEY

**320. X-rays.**—The properties of X-rays are interpreted in terms of the interaction between radiation and electrons. An effort is made to gain from a study of available X-ray data a better understanding of the structure of the atom and of the nature of X-rays themselves. *Second semester. 3 s.h.* PROFESSOR HATLEY

**DEPARTMENT OF PSYCHOLOGY**

FOR SENIORS AND GRADUATES

**201. Social Psychology.**—Lectures, readings, and reports. *First semester, M.W.F. 3 s.h.* PROFESSOR McDUGALL

**202. Abnormal Psychology.**—Lectures, readings, and reports. *Second semester, M.W.F. 3 s.h.* PROFESSOR McDUGALL

**203. Advanced Experimental Psychology.**—A laboratory course designed to give first-hand acquaintance with experimental technique and methodology. *First semester, M.W.F. Six laboratory hours. 3 s.h.*

ASSISTANT PROFESSOR ZENER

**209. Experimental Psychology: Problems and Theories.**—An historical survey of experimental psychology, with a critical study of selected problems and theories. *First semester, M.W.F. 3 s.h.*

ASSISTANT PROFESSOR ZENER

**204. Physiological Psychology: Nerve Conduction and Reflex Action.**—A consideration of the functional properties of the nervous system. Two hours lecture, six hours laboratory. *Second semester, M.W.F. 4 s.h.*

ASSISTANT PROFESSOR ZENER

[Not offered in 1930-31]



**206. Physiological Psychology: Development of Structure.**—A study of the structure and function of the central nervous system from the embryological and comparative viewpoints. Two hours lecture, six hours laboratory. *Second semester, M.W.F. 4 s.h.*

ASSISTANT PROFESSOR ZENER

[Not offered in 1930-31]

**220. Advanced Psychology of Religion.**—See Religious Education.

PROFESSOR HICKMAN

**219. Introduction to the Psychology of Religion.**—See Religious Education.

PROFESSOR HICKMAN

**224. A Constructive Survey of Modern Science.**—See Philosophy.

ASSISTANT PROFESSOR RHINE

#### FOR GRADUATES

**300. Seminar in Advanced Psychology.**—Seminar on special problems. Two-hour session twice a week. *Second semester.*

PROFESSOR McDougall

### DEPARTMENT OF RELIGION\*

#### NEW TESTAMENT

##### FOR SENIORS AND GRADUATES

**213-214. The Beginnings of Christianity.**—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. *M.W.F. at 9:30. 6 s.h.*

PROFESSOR BRANSCOMB

**217. The New Testament in Greek.**—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR BRANSCOMB

**218. The Exegesis of Selected Books of the New Testament.**—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR RUSSELL

**219. Life of Paul.**—A study of Paul's life on the basis of Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. *3 s.h.*

PROFESSOR MYERS

[Not offered in 1930-31]

##### FOR GRADUATES

**311. The Life and Teachings of Jesus.**—Prerequisite, New Testament 213. *Th.F.S. at 11. 3 s.h.*

PROFESSOR BRANSCOMB

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\* Candidates for the degree of Master of Arts in the School of Religion must comply with the special requirements printed on page 25 of this catalogue.



**312. New Testament Theology.**—The teaching of the books of the New Testament in their historical development. Prerequisite, New Testament 311. *M.T.W. at 11.* PROFESSOR RUSSELL

**313. The Exegesis of Selected Books of the New Testament.**—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament 217, or its equivalent. *Th.F.S. at 11.* 3 s.h. PROFESSOR RUSSELL

**314. The Exegesis of Selected Books of the New Testament.**—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament 213-214, or its equivalent. *Th.F.S. at 11.* 3 s.h. PROFESSOR BRANSCOMB

**315. Judaism at the Beginning of the Christian Era.**—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214, or its equivalent. *Th.F.S. at 11.* 3 s.h. PROFESSOR BRANSCOMB

[Not offered in 1930-31]

**316. Hellenistic Religions at the Beginning of the Christian Era.**—Prerequisite, New Testament 213-214. *Th.F.S. at 11.* 3 s.h. PROFESSOR RUSSELL

[Not offered in 1930-31]

#### OLD TESTAMENT

##### FOR SENIORS AND GRADUATES

**201-202. Introductory Hebrew.**—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. *T.Th.S. at 8:30.* 6 s.h. PROFESSOR GODBEY

**203-204. Introduction to the Old Testament.**—The origin, literary form and contents of the books of the Old Testament in their historical setting. *M.W.F. at 8:30.* 6 s.h. PROFESSOR RUSSELL

##### FOR GRADUATES

**301. Old Testament Theology.**—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. *M.T.W. at 11.* 3 s.h. PROFESSOR RUSSELL

**302. The Exegesis of Selected Books of the Old Testament.**—The books to be studied will be chosen from the following list: Job, Second Isaiah, Zechariah, the Psalms. The study will be based on the English text. *Th.F.S. at 11.* 3 s.h. PROFESSOR RUSSELL

**305-306. Pre-Mosaic Hebrew Religion.**—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Greek required. *M.W.F. at 12.* 6 s.h.

**307-308. The Old Testament in Hebrew.**—Parts of the pentateuch are read during the first semester. Selections from the prophets are the basis for the study in the second semester. Prerequisite, Old Testament 201-202 or equivalent. *Th.F.S. at 12. 6 s.h.* PROFESSOR GODBEY

**309-310. Ancient Oriental History.**—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. *M.T.W. at 8:30. 6 s.h.* PROFESSOR GODBEY

## CHRISTIAN DOCTRINE

### FOR GRADUATES

**321. Introduction to the Science of Theology.**—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. *M.W.F. at 8:30. 3 s.h.* PROFESSOR ROWE

**322. The Content of Christian Doctrine.**—A comprehensive survey of the leading doctrines of Christianity in the light of religious thought and experience of the present age. *M.W.F. at 8:30. 3 s.h.* PROFESSOR ROWE

**323. Theology in Ancient and Medieval Christianity.**—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. *M.T.W. at 9:30. 3 s.h.* PROFESSOR ROWE

**324. Theology in Modern Christianity.**—The history of Christian thought from the beginning of the Reformation to the present time. *M.T.W. at 9:30. 3 s.h.* PROFESSOR ROWE

**325. Soteriology.**—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. *M.T.W. at 9:30. 3 s.h.* PROFESSOR ROWE

[Not offered in 1930-31]

**326. Eschatology.**—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. *M.T.W. at 9:30. 3 s.h.* PROFESSOR ROWE

[Not offered in 1930-31]

## HISTORY OF RELIGION AND MISSIONS

### FOR SENIORS AND GRADUATES

**281. The Nature and Early Development of Religion.**—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR CANNON

**282. Living Religions of the World.**—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR CANNON

**283. Expansion of Christianity.**—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. *T.Th.S. at 11. 3 s.h.*

PROFESSOR CANNON

**284. Principles of Missions.**—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. *M.T.W. at 11. 3 s.h.*

PROFESSOR CANNON

#### FOR GRADUATES

**381. Leading Ideas of Religion.**—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. *M.W.F. at 9:30. 3 s.h.*

PROFESSOR CANNON

**382. Leading Ideas of Religion.**—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. *M.W.F. at 9:30. 3 s.h.*

PROFESSOR CANNON

**383. Buddhism.**—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion and Missions 282. *M.W.F. at 9:30. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1930-31]

**384. Mohammedanism.**—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion and Missions 282. *M.W.F. at 9:30. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1930-31]

**385. Christianity and World Movements.**—Relation of Christianity to significant world movements, race, war, industry, world peace. *T.Th.S. at 11. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1930-31]

**386. Missionary Problems.**—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualifications and training of candidates, education and other selected problems. Prerequisite, History of Religion and Missions 283 or 284. *T.Th.S. at 11. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1930-31]

## CHURCH HISTORY

## FOR SENIORS AND GRADUATES

**233. Church History to the Reformation.**—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. *M.W.F. at 11. 3 s.h.* PROFESSOR GARBER

**234. History of the Evangelical Movement.**—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *M.W.F. at 11. 3 s.h.* PROFESSOR GARBER

## FOR GRADUATES

**333. The Denominations in America: the Colonial Period.**—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History 233-234. *M.W.F. at 9:30. 3 s.h.* PROFESSOR GARBER

**334. The Denominations in America: the National Period.**—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education and modern theological issues. Prerequisite, Church History 233-234. *M.W.F. at 9:30. 3 s.h.* PROFESSOR GARBER

**335. Methodism.**—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist church in America, and distinctive principles of Methodism. Prerequisite, Church History 233-234. *M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

**336. Great Men of the Christian Church.**—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. *M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

**337. Protestantism and Catholicism in Europe since 1800.**—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism; relations of church and state; German theology of the nineteenth century; and the Oxford movement. Prerequisite, Church History 233-234. *M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

[Not offered in 1930-31]

## RELIGIOUS EDUCATION

## FOR SENIORS AND GRADUATES

**261. Administration and Supervision of Religious Education.**—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. *T.Th.S. at 12. 3 s.h.*

PROFESSOR ———

**262. Surveys, Tests, and Measurements.**—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. *T.Th.S. at 12. 3 s.h.* PROFESSOR ———

**265. Curriculum of Religious Education.**—Study of various theories of the curriculum of religious education, conception of the curriculum as enriched and controlled experience, analysis of existing curricula and critical evaluation of same. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE  
[Not offered in 1930-31]

**267. Religious Education in the Community.**—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

**268. Materials of Character Education.**—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

**269. Principles and Program of Character Education.**—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education, the development of character education in the public schools will also be carefully surveyed. *T.Th.S. at 8:30. 3 s.h.* PROFESSOR ———

**270. Religious Education in the Home.**—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. *T.Th.S. at 8:30. 3 s.h.* PROFESSOR ———

**271. Research in Religious Education.**—For advanced students and especially those majoring in religious education. Offers direction in the use of various techniques and methods for both field and library investigations. (All professors in the department are available for special counsel.) *T.Th.S. at 12. 3 s.h.* PROFESSOR ———

**272. Philosophy of Religious Education.**—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, Religious Education 261. *T.Th.S. at 12. 3 s.h.* PROFESSOR ———

**273. Curriculum Construction.**—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

[Not offered in 1930-31]



**275. Introduction to the Psychology of Religion.**—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *T.Th.S. at 8:30. 3 s.h.* PROFESSOR HICKMAN

**276. Advanced Psychology of Religion.**—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education 275 or its equivalent. *T.Th.S. at 8:30. 3 s.h.* PROFESSOR HICKMAN

## FOR GRADUATES

**371. The Religious Experience of the Child.**—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. *M.T.W. at 11. 3 s.h.* PROFESSOR HICKMAN

**372. The Religious Experience of Youth.**—(Continues the study begun in Religious Education 371 and is along the same lines.) Prerequisite, one course in general psychology. *M.T.W. at 11. 3 s.h.*

PROFESSOR HICKMAN

**373. The Psychology of Mysticism.**—A brief historical review of the principal phases of mysticism in religion, followed by a psychological analysis to estimate the abiding worth of mysticism in religious experience. Prerequisite, Religious Education 275 or equivalent. *M.W.F. at 11. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1930-31]

## HOMILETICS AND PRACTICAL THEOLOGY

## FOR SENIORS AND GRADUATES

**251. The Church and Rural Sociology.**—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

**252. Rural Church Administration.**—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

## FOR GRADUATES

**343. Psychology of Preaching.**—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1930-31]

**344. History of Preaching.**—An historical study of the development of Christian preaching from the apostolic period to the present time. Em-



phasis is laid upon the personality and the homiletical methods of great preachers, studied in their true historical perspective. *T.Th.S. at 9:30.*  
**3 s.h.** PROFESSOR HICKMAN

[Not offered in 1930-31]

## DEPARTMENT OF ROMANCE LANGUAGES

### FOR SENIORS AND GRADUATES

**215-216. The Modern French Novel.**—A survey from Madam de Lafayette to Paul Bourget with particular reference to the effect of literary movements upon the evolution of novel technique. **6 s.h.**

PROFESSOR JORDAN

**217-218. The French Language.**—French phonetics, composition, dictation, conversation, lectures in French. **6 s.h.**

PROFESSOR WEBB

**219. Old French.**—An introduction to the Old French language and literature. Brief study of Old French grammar; the *Chanson de Roland*; lectures. **3 s.h.**

PROFESSOR COWPER

**220. Old French.**—Types of Old French literature. Reading of typical *Romans d'aventure*, lectures. **3 s.h.**

PROFESSOR COWPER

**221. Rousseau and the Beginnings of Romanticism.**— **3 s.h.**

PROFESSOR COWPER

[Not offered when Old French is given]

### FOR GRADUATES

**French 223-224.**—A study of the literary and critical theories underlying the movements of realism and naturalism. Representative authors of the period 1850-90 are read, and individual problems are assigned, mainly in the field of the novel. **6 s.h.**

PROFESSOR JORDAN

## DEPARTMENT OF SOCIOLOGY

### FOR SENIORS AND GRADUATES

**205. Social Pathology.**—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. *First semester, M.W.F. at 11.* **3 s.h.**

PROFESSOR ELLWOOD

**206. Criminology.**—Prerequisite, course 1. A study of the original tendencies of man and the problem of socializing these tendencies; the relation of physical and mental defectiveness and untoward influences in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. *Second semester, M.W.F. at 11.* **3 s.h.**

PROFESSOR ELLWOOD

**212. Child Welfare.**—A study of heredity and environment as factors in personality development; infant conservation; welfare responsibilities of the school, emphasizing the physical and mental well-being of the child, play, and compulsory and industrial education; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. **3 s.h.**

[Not offered in 1930-31]

**213. Constructive Social Policies.**—An intensive study of the theories and legislation dealing with such problems as compensation, vocational re-education, and other methods of social insurance and social improvement. **2 s.h.**

[Not offered in 1930-31]

**215. Rural Sociology.**—A study of social conditions in rural communities and their improvement. Definite rural social problems are studied such as the drift to the cities, farming as an occupation, land problems, farm labor problems, coöperation, the rural school, the rural church, rural health and sanitation, the rural home, the social center. **3 s.h.**

[Not offered in 1930-31]

**216. Urban Sociology.**—A study of the organization and social problems of urban communities, with special reference to social technology or the improvement of social and living conditions. The following subjects are treated: Municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure-time activities, and civic art. **3 s.h.**

[Not offered in 1930-31]

**217. General Anthropology.**—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. Lectures and assigned reading. **3 s.h.**

[Not offered in 1930-31]

**218. Cultural Anthropology.**—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. Lectures and assigned reading. **3 s.h.**

[Not offered in 1930-31]

**227. Emigration and Immigration.**—A study of territorial movements of population with especial reference to Europe and America. Causes and extent of migration; its effect upon American and European society; origin and characteristics of immigrant groups and their organization in the New World; problems, agencies and processes of assimilation. **2 s.h.**

[Not offered in 1930-31]

**219. Principles of Sociology.**—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. Discussions and papers by the class. *First semester, T.Th.S. at 11. 3 s.h.*

PROFESSOR ELLWOOD

**220. History of Social Philosophy.**—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumpłowicz, Ratzenhofer, and Ward, will, among others, be considered. A large amount of assigned reading will be required in this course. The student is advised to correlate this course with related courses in economics, history, political science, and philosophy. *Second semester, T.Th.S. at 11. 3 s.h.*

PROFESSOR ELLWOOD

**222. Methods of Social Research.**—A study of the various methods of research and investigation that can be applied to the study of social phenomena. Considerable time is given to the study of social statistics and the social survey. Special problems are assigned for research and field work. **3 s.h.**

[Not offered in 1930-31]

#### FOR GRADUATES

**330. Seminar.**—Research work upon special problems in sociology and social work. One hour session each week. **2 s.h.**

PROFESSOR ELLWOOD

### THE SUMMER SCHOOL

The Duke University Summer School is divided into two terms of six weeks each. Many courses giving graduate credit are offered by members of the University Faculty and by visiting professors. A bulletin containing information regarding the graduate courses to be offered during the summer of 1930 may be obtained by addressing the Director of the Summer School, Duke University, Durham, N. C. Summer school graduate students who desire to be admitted as candidates for advanced degrees should make application to the Dean of the Graduate School and furnish official transcripts of the work done for the bachelor's degree. Such application may be made by correspondence, or in person during the first week of each summer term.

## FEES AND OTHER EXPENSES

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### GENERAL FEES

All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until his fees have been paid. Graduate students are required to pay the following fees:

Matriculation, per semester .....	\$25.00
Tuition, per semester .....	75.00
*Room rent, per semester .....	50.00 to 75.00
Library fee, per semester .....	5.00
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester .....	5.00
†Damage fee, payable annually at the September registration ....	1.00
Medical fee, payable each semester .....	2.00
Commencement fee, payable once by graduate students, in the last semester before a degree is conferred .....	3.00
Diploma fee, payable by candidates for degrees in the second semester .....	5.00

### SPECIAL FEES

Graduate students who are permitted to write a thesis for the master's degree while not in actual residence at the University are charged a fee of \$12.00 for supervision of thesis work by a member of the faculty.

Graduate students in the sciences are required to pay the special laboratory fees for courses as fixed by the various departments.

### TRANSCRIPTS

A student desiring to transfer from Duke University to another institution is entitled to one transcript of his record. A charge of one dollar is made for each additional copy.

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\* The reservation fee of \$5.00, payable on or before August 1, is deducted from the rent for the first semester.

† Any surplus remaining in this fund at the end of a year is applied to some student activity.

### TEACHERS TAKING GRADUATE COURSES

Teachers in near-by schools taking one or two courses in the University are required to pay one registration fee of \$5.00 for each academic year and a tuition fee of \$2.00 per semester-hour of credit, together with any regular laboratory or other fees collected from students taking the courses. Fees due under this special provision for teachers are payable at the beginning of the first semester. Instructors and graduate assistants in the University may be included under this provision provided they are not receiving more than one-half credit for residence in meeting the requirements for an advanced degree. Graduate assistants receiving more than one-half credit will pay the regular fees, except that the tuition fee will be reduced to an amount proportionate to the credit allowed for residence.

### PAYMENTS TO FELLOWS AND SCHOLARS

Payments by the University of stipends to fellows and scholars are made in four installments, on November 25, January 25, March 25, and May 25. Fellows and scholars are required to pay the regular tuition fee and such additional fees as are ordinarily required of graduate students.

### ROOMS AND CONDITIONS OF RENTING THEM

The itemized statement in the general table of expenses includes the care of rooms, in which everything essential in the way of furniture is provided. All rooms are supplied with heat, water, and electric light. Each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows.

Rooms are reserved only for students who have been officially accepted by the University. They are rented for no shorter period than one semester. A room deposit of \$5.00 is required of each applicant for admission. This fee is deducted from the room charges at the time of registration for the fall semester. The reservation fee will be refunded to any applicant not accepted by the University provided the official receipt for the fee, given to all paying it, is presented either in person or by letter to the treasurer's office, but students who make application and are accepted will not be entitled to have the reservation fee refunded unless the request is made by or before August 1.



An old student who wishes to retain his room for the succeeding year must notify the treasurer's office on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. Unless a deposit of \$5.00 for each proposed occupant, in part payment of rent, is made by August 1 reservations are cancelled and the University is free to rent the room to other students. When a room is once engaged by a student, no change will be permitted except with the consent of the treasurer. Leaving one room and occupying another without permission is strictly against the rule and will render the offender liable to charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant. The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

#### **DORMITORIES FOR MEN**

On the west campus there are three groups of dormitories, each group forming a quadrangle enclosing a court. For the present these groups of dormitories are designated as A, B, and C. They contain ample rooming quarters for all the men students. One or more sections will be reserved for the use of students of the Graduate School of Arts and Sciences.

#### **DORMITORY ROOMS FOR GRADUATE WOMEN**

Four new dormitories built especially for women and newly and attractively furnished will be opened in September, 1930. In each hall, serving as a center for the social life of the hall, are a large living-room, and three small reception rooms. The students' rooms are single, double, or arranged in suites of two rooms for two, three, or four students and are supplied with all necessary furnishings except towels, sheets, pillow-slips, blankets, and heavy bed coverings. All undergraduates from out of town are expected to live in the dormitories and no student under twenty-one is permitted to live outside of the dormitories unless with near relatives. Special arrangement may be made with the Dean by an older woman who wishes to live in town. Graduate students will be welcomed in the dormitories and



special regulations will be made for their convenience. Heads of the halls, with the coöperation of the Student Council, have general charge of the social life of the halls. Connected with the dormitories by arcades is the Union, which includes dining rooms for students and faculty, a lounge, and other rooms for various student activities.

### BOARDING ACCOMMODATIONS

Beginning with the academic year 1930-31 the University will open its dining hall in the Union on the west campus with accommodations sufficient to provide in a superior way for all resident men students. It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed \$25.00 per month.

The Union is the logical center of student activities for men and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining halls a Coffee Shop will be operated for the convenience of students and visitors.

### MEDICAL CARE

The University Physician, Dr. Joseph A. Speed, who maintains offices on the University campus, has general charge of the health of the students. Ample, first-class provision is made in the hospital of the Medical School of the University for caring for all sick students. Any student too ill to attend his college classes is taken to the hospital.

### ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a graduate student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses naturally depend upon the tastes and habits of the individual. The following table gives the necessary college expenses for one year :

	LOW	MODERATE	LIBERAL
Tuition .....	\$150.00	\$150.00	\$150.00
Matriculation .....	50.00	50.00	50.00
Room-Rent .....	100.00	125.00	150.00
Board .....	225.00	225.00	225.00
Laundry .....	20.00	25.00	30.00
Books .....	22.50	30.00	45.00
Commencement Fee .....	3.00	3.00	3.00
Library Fee .....	10.00	10.00	10.00
Athletic Fee .....	10.00	10.00	10.00
Damage Fee .....	1.00	1.00	1.00
Medical Fee .....	4.00	4.00	4.00
Total .....	\$595.50	\$633.00	\$678.00

## ADVANCED DEGREES CONFERRED, JUNE 5, 1929

### MASTER OF ARTS

*Allen, Gay Wilson	McCain, James Allen
Anderson, Ewing	McCoy, Samuel Jesse
Andrews, Robert Lee	McCulloch, Thomas Logan
Blake, Nelson Morehouse	Mathews, Joseph Chesley
Blalock, Sallie Verona	Morrison, Harriet Newell
Britton, George Taylor	Pace, Donald Metcalf
Broadway, Blanche McKinsey	Powell, Mary Ellen
Burch, James Charlie Horton	Rayner, Kenneth Tyson
Carpenter, Clarence Ray	Rivera, Rodolfo Osvaldo
Carroll, Zoe Wells	Robert, Joseph Clark
Cheatham, Cora Lee	Rogers, Henry Harper
*Clark, Blanche Henry	Rooker, Bessie Alice
Croy, Oakley Easley	Root, Raymond Willard
Cunningham, Marcus Earl	Runyan, Theodore
Dehler, Sophie Anne	Schallert, Dorothy Amaryllis
Ehrlich, John	Spence, Charlotte Garrison
Elliott, Emmet Roach	Spivey, Lucy Mayo
Fanning, Frederick Deveau	Stackhouse, Arva Eastwood
Garrison, Roy Charles	Stem, Margaret Meadows
Glasson, Lucy Pleming	Stewart, Sara
Grigg, Claud	Swanson, John Chester
Haddock, Richard Abraham	Truesdale, James Nardin
*Hall, James Henry	Tyree, Elizabeth Davis
Harriss, Hyman LeRoy	*Ward, Charles Eugene
Ide, Walter Swetland	*Watts, Hessie
Jenkins, Wilbert Armonde	Westerhof, Anthony Cornelius
Johnson, Daniel Sloan	Whaley, Grace Wine
Kellam, William Porter	Wheeler, Harold Peyton
Ketring, Ruth Anna	White, Gladys Ruth

Kirkpatrick, Charles Atkinson  
Kolb, Ernest Connors  
Little, Lawrence Calvin

Wiese, Marion Bernice  
Wrenn, Samuel Nathaniel

## MASTER OF EDUCATION

Dunn, Ione Henderson  
\*Edgerton, Roland Ottis  
Forman, Eleanor Brynberg

Nunn, Lilian Via  
Whaley, Otis

## DOCTOR OF PHILOSOPHY

ALLEN, IVEY, JR., A.B., Duke.

Dissertation: *Investigation of Isoquinoline Alkaloids: The Proposed Fritsch-Pomeranz Synthesis of Papaverine.*

DAVIS, ROSE MAY, A.B., A.M., Duke.

Dissertation: *Investigation of Isoquinoline Alkaloids: Examination of Pictet's Berberine Synthesis.*

FLANDERS, RALPH BETTS, A.B., Emory; A.M., Duke.

Dissertation: *Plantation Slavery in the State of Georgia.*

KUMRO, DONALD MILHEIM, B.S., The University of Buffalo; A.M., The University of Illinois.

Dissertation: *The Possibility of Non-Toxic Lead Compounds.*

LACKEY, OSCAR NAPOLEON, A.B., Valparaiso University; A.M., Duke.

Dissertation: *Voltaic Cells with Oxidation-Reduction Electrodes.*

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\* Degree conferred *in absentia*.

# LIST OF GRADUATE STUDENTS 1929-1930

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[NOTE: This list includes the names of all persons registered as graduate students during the twelve months preceding Commencement Day, June, 1930. The symbol (S) indicates that the student took part or all of his graduate courses in the Summer Session of 1929.]

Abernathy, Ethel	Fuquay Springs, N. C.
A.B. (Duke), German.	
Aiken, Leonora Marshall	Durham, N. C.
A.B. (Duke), French. (S)	
Akerstrom, Frances Elizabeth	McLeansville, N. C.
A.B. (Maryville), Education, English. (S)	
Alberson, Hazel Stewart	Asheville, N. C.
A.B. (Monmouth), Latin. (S)	
Alexander, Thomas Robert	Pineville, N. C.
A.B. (Davidson), B.D. (Union, Richmond),	Economics, Political Science.
*Altwater, Frederick Vernon	Denver, Colo.
A.B. (Duke), Economics.	
Anderson, Alice Francis	Burlington, N. C.
A.B. (Duke), Education. (S)	
Anderson, Dorothy Henderson	Durham, N. C.
A.B. (University of Tennessee), Psychology.	
Anderson, Elizabeth Holt	Durham, N. C.
A.B., A.M. (Duke), German. (S)	
Anderson, Ewing	Gainesville, Fla.
A.B. (University of Florida), A.M. (Duke), English.	
Anderson, Mildred Everett	Durham, N. C.
A.B. (Marygrove), Psychology.	
Ashburn, Karl Everett	Handley, Tex.
A.B., A.M. (Texas Christian University), Economics.	
Ashford, Moselle Quillian	Athens, Ga.
A.B. (Florida State College for Women), A.M. (Clark), Psychology.	
Ashley, George Norman	Edenton, N. C.
A.B. (Wake Forest), Religion.	
Atkins, Blanche Geneva	Durham, N. C.
A.B. (Duke), English, Education.	
Baker, Sudie Mae	Holly Springs, N. C.
A.B. (Duke), Education. (S)	
Balch, Clifford Perry	Westfield, Pa.
A.B. (Franklin and Marshall), History, Political Science.	
Baldwin, Evelyn Grayson	Durham, N. C.
A.B. (Mary Baldwin), English, French.	
Barker, Felix Scott	Durham, N. C.
A.B. (Duke), Education. (S)	
Barnes, Zelda Ralston	Clayton, N. C.
A.B. (Greensboro College for Women), Education. (S)	
Barnette, Elizabeth	Roxboro, N. C.
A.B. (Duke), English. (S)	
Barnhardt, Zeb Glenn	Oakboro, N. C.
A.B. (Duke), Physics. (S)	

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\* A.B. to be conferred June, 1930.

- Barnhart, Frank Melton  
A.B. (Emory and Henry), Religion, History.
- Barrett, Dixon  
A.B. (Duke), Education. (S)
- Basler, Roy Prentice  
A.B. (Central, Missouri), English.
- Bayne, Hazel Mae  
A.B. (George Washington), English. (S)
- Beasley, Blair Edward  
A.B. (Duke), Education, English. (S)
- Beavers, Hallie  
A.B. (North Carolina College for Women), Education.
- Bell, Lila McLin  
A.B. (North Carolina College for Women), English, Education. (S)
- Bennett, John Wesley  
A.B. (Duke), Religion. (S)
- Best, Albert Hartwell, Jr.  
A.B. (Wofford), Education, Economics. (S)
- Bird, Matthew John  
A.B. (Duke), History, Education. (S)
- Bizzell, Alma Bridgers  
A.B. (Salem), Education.
- Blake, Nelson Morehouse  
A.B. (George Washington), A.M. (Duke), History.
- Bowles, Charles Phillips  
A.B. (Duke), Religion.
- Boyd, Robert Edwin  
A.B. (University of North Carolina), Education. (S)
- Bradford, Cathryne  
B.S. (William and Mary), Education, History. (S)
- Bradshaw, Lucille Farrer  
B.S. (Virginia State Teachers College, Farmville), Education. (S)
- Brady, Elbert Carl  
A.B. (Elon), German. (S)
- Brant, George Ezekiel  
A.B. (University of South Carolina), Mathematics. (S)
- Brant, Helen Ward  
A.B. (Coker), Economics, Education. (S)
- Braswell, Helen Green  
A.B. (North Carolina College for Women), Education. (S)
- Braswell, John William  
A.B. (Duke), English.
- Brecher, Gerhard Karl Adolf Otto  
(Gymnasium, Dresden), (University of Hamburg), Botany, Zoölogy.
- Brent, Fred Whaley  
A.B. (Duke), Mathematics, History. (S)
- Brewer, Ann Eliza  
A.B. (Meredith), A.M. (Columbia).
- Brinson, Pearl Leola  
A.B. (Duke), French. (S)
- Broadway, Blanche McKenzie  
A.B. (Duke), History.
- Brothers, Joe Jurden  
A.B. (Duke), Education. (S)
- Brown, Adrian Ernul  
A.B. (Duke), Religion.
- Brown, Maurine  
A.B. (Baylor University), Education. (S)
- Crimora, Va.
- Durham, N. C.
- Calhoun, Ky.
- Washington, D. C.
- Apex, N. C.
- Siler City, N. C.
- Graham, N. C.
- Concord, N. C.
- Florence, S. C.
- Chelsea, Mass.
- Louisburg, N. C.
- Hyattsville, Md.
- Guilford College, N. C.
- Fountain, N. C.
- Monroe, N. C.
- Rocky Mount, N. C.
- Elon College, N. C.
- Bethune, S. C.
- Bethune, S. C.
- Nashville, N. C.
- Demopolis, Ala.
- Dresden, Germany
- Lynchburg, Va.
- Raleigh, N. C.
- Morehead City, N. C.
- Durham, N. C.
- Elizabeth City, N. C.
- Bynum, N. C.
- Cleburne, Tex.

- Browning, Henry Donaldson  
A.B. (Wake Forest), Education. (S)      Wilmington, N. C.
- Brummitt, Fred Graham  
A.B. (Duke), Education. (S)      Oxford, N. C.
- deBruyne, Jacob Marinus Anton  
A.B. (Duke), Chemistry, Physics.      Durham, N. C.
- Buckner, Caney Edward  
A.B., A.M. (Duke), History. (S)      West Durham, N. C.
- Burch, James Charlie Horton  
A.B., A.M. (Duke), English, German, French.      Durham, N. C.
- Byrd, Ruth White  
A.B. (North Carolina College for Women), English. (S)      Stovall, N. C.
- Caldwell, Lawrence McClure  
A.B. (Wake Forest), Zoölogy. (S)      Maiden, N. C.
- †Calhoun, Catherine Truss  
A.B. (University of Richmond), Botany. (S)      Chincoteague, Va.
- Callihan, Alfred Dixon  
A.B. (Marshall), Physics, Mathematics, Chemistry.      Huntington, W. Va.
- Canaday, Ernest Franklin  
A.B. (William Jewell), A.M. (University of Missouri), Mathematics. (S)      Carrollton, Mo.
- Carpenter, David Williams  
A.B., A.M. (Duke), Chemistry, Physics, Mathematics.      Durham, N. C.
- Carpenter, Edna May  
A.B. (Duke), Education, English.      Durham, N. C.
- Carpenter, Virginia Magnolia  
A.B. (Duke), Education. (S)      Durham, N. C.
- Carroll, Annie Lucille  
A.B. (Salem), Education. (S)      Wilson, N. C.
- Carroll, Charles Fisher, Jr.  
A.B. (Duke), Education. (S)      Newport, N. C.
- Carroll, James Elwood  
A.B. (High Point), Religion.      Reidsville, N. C.
- Carroll, James Grover  
A.B. (Wake Forest), M.A. (Columbia), Mathematics. (S)      Wake Forest, N. C.
- Carroll, Zoe Wells  
A.B. (University of Tennessee), A.M. (Duke), Zoölogy, Psychology.      Morristown, Tenn.
- Caudill, Russell Horton  
A.B., A.M. (Duke), Religion. (S)      Durham, N. C.
- Chen, William Yuanlung  
A.B., A.M. (Syracuse), Psychology, Philosophy.      Foochow, China
- Cherry, Jane Estelle  
A.B. (Greensboro College), History, Education. (S)      Newton, N. C.
- Cherry, Julia Wyche Allen  
A.B. (Duke), Education. (S)      Bahama, N. C.
- Cherry, William John, Jr.  
A.B. (Presbyterian College of South Carolina), English.      Rock Hill, S. C.
- Chesley, Leon Carey  
B.S. (Susquehanna), Zoölogy, Botany, Chemistry.      Hop Bottom, Pa.
- Clark, Helen Dearmin  
A.B. (Randolph-Macon), Religion, Philosophy.      High Point, N. C.
- Clark, Thomas Dionysius  
A.B. (University of Mississippi), A.M. (University of Kentucky), History.      Louisville, Miss.
- Clarkson, John Montgomery  
A.B. (Wofford), A.M. (Duke), Mathematics. (S)      Heinemann, S. C.
- Clifton, Robert Marston  
B.S. (Davidson), English, History.      Henderson, N. C.

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† Junaluska Summer School.



- Coleman, Thomas Rupert  
A.B. (Duke), Religion. (S) Durham, N. C.
- Conley, Donald Hayes  
A.B. (Duke), Economics, History. (S) Lenoir, N. C.
- Cook, Cecil Edwards  
A.B. (North Carolina State College), Education. (S) Durham, N. C.
- Cooke, Lucy Gay  
A.B. (North Carolina College for Women), Italian. Graham, N. C.
- Cousar, Virginia  
A.B. (Erskine), Economics, Education. (S) Lancaster, S. C.
- Cowan, Sara Louise  
A.B. (North Carolina College for Women), Education. (S) Rutherford, N. C.
- Cox, Granville Claude  
A.B. (William and Mary), Education, Mathematics. (S) Fairfax, Va.
- Cox, Henry Miot  
B.S. (Emory), Mathematics, Physics. Toccoa, Ga.
- Cox, Rufus Carson  
A.M. (University of North Carolina), Education. (S) Troy, N. C.
- Cox, Virginia Faye  
A.B. (Converse), English. Rockingham, N. C.
- Craig, J. Marie  
A.B. (Winthrop), B.S. (Columbia), Education. (S) Lancaster, S. C.
- Cross, Lethia Elizabeth  
A.B. (Duke), Education. (S) Durham, N. C.
- Cude, Wendell Holmes  
A.B. (Guilford), Education, English. (S) Colfax, N. C.
- Currin, Gladys Gill  
A.B. (Meredith), Education. (S) Angier, N. C.
- Curtis, Ruth Evelyn  
A.B. (Greensboro College), History, English. Greensboro, N. C.
- Cutter, Walter Aurey  
A.B. (Central, Missouri), Religion, Philosophy. Baltimore, Md.
- Dail, Clara Jamesey  
A.B. (North Carolina College for Women), Education, Mathematics. (S) Edenton, N. C.
- Daniels, Archie Shields  
A.B. (Duke), Education. (S) Leaksville, N. C.
- Daves, Guy  
A.B. (Wake Forest), Education. (S) Black Mountain, N. C.
- Daves, Juanita Koontz  
A.B. (North Carolina College for Women), Education. (S) Black Mountain, N. C.
- Davidson, Elizabeth Huey  
B.S., M.S. (University of Tennessee), History, German. (S) Shelbyville, Tenn.
- Davies, Clyde Thomson  
A.B. (University of Florida), Education, English. (S) Radcliffe, Va.
- Davis, Alberta Louise  
A.B. (Greensboro College), Education. (S) Zebulon, N. C.
- Dean, Charles Wesley, Jr.  
A.B. (Emory and Henry), Mathematics, Education. (S) Kingsport, Tenn.
- Deaton, Mary Moore  
B.S. (North Carolina College for Women), Education. Mooresville, N. C.
- Denny, Mary Rebecca  
A.B. (Salem), English, Education. (S) Red Springs, N. C.
- Dickson, Dorothy Gene  
A.B. (Rice Institute), Education. (S) Raleigh, N. C.
- Dimmette, Joel Walter  
A.B. (Duke), Religion. (S) Leasburg, N. C.
- Doob, Leonard William  
A.B. (Dartmouth), Psychology, Zoölogy. New York, N. Y.

- Drake, Virginia Helen  
A.B. (Tusculum), Latin, Greek.
- Dressel, Francis George  
A.B. (Michigan State), M.S. (University of Michigan), Mathematics.
- Dunkle, Margaret Robert  
A.B. (Florida State College for Women), Latin, Greek.
- Dunn, Maud Wilkerson  
A.B. (Duke), Education. (S)
- Dunn, Millard Charles  
A.B. (Duke), Chemistry. (S)
- Edgerton, Roland Ottis  
A.B., Ed.M. (Duke), Education. (S)
- Edwards, Nancy Irene  
A.B. (Meredith), Education. (S)
- Eggers, Graydon Poe  
A.B. (Carson-Newman), English, French. (S)
- Elliott, Emmet Roach  
B.S. (Hampden-Sidney), A.M. (Duke), Mathematics. (S)
- Elmore, Kelly Lee  
A.B. (Duke), Chemistry.
- Fanning, Mamie Johnson  
A.B. (Duke), Education. (S)
- Fennell, Richard Adams  
A.B. (Birmingham-Southern), Biology, Zoölogy.
- Ferrell, George Washington  
A.B. (Duke), A.M. (Columbia), English, Psychology.
- Ferry, Lois Anne  
A.B. (University of California), German.
- Fewell, Hall Steels  
A.B. (Presbyterian College of South Carolina), Education. (S)
- Fisher, Hilbert Adam  
Graduate of U. S. Naval Academy, M.S. (North Carolina State College), Mathematics. (S)
- Ford, Grover Mancil  
B.S. (Davidson), M.S. (Emory), Chemistry, Physics.
- Fort, Elbert William  
A.B. (Guilford), Education, Religious Education. (S)
- Frazier, Rose Marie  
A.B. (Duke), German.
- Fry, Glenn Ansel  
A.B. (Davidson), Psychology, Zoölogy.
- Garner, George Lee  
A.B. (Mississippi State College for Women), History, English. (S)
- Garrard, Annie Walker  
A.B. (Duke), History, Education.
- Garrison, Albert L.  
A.B. (Asbury College), Education. (S)
- Gathings, James Anderson  
A.B. (Furman), Political Science, History. (S)
- Gelmann, Herman Henry  
B.S. (Fordham), A.M. (Stanford), Chemistry, Physics.
- Gentry, Nola Jane  
A.B. (Duke), English. (S)
- Gibson, William Marion  
A.B. (University of Richmond), Political Science, History.
- Gilbert, William Solomon  
A.B., A.M. (University of Kentucky), History (S)
- Grand Rapids, O.
- Hart, Mich.  
Bartow, Fla.
- Durham, N. C.
- Bahama, N. C.
- Portsmouth, Va.
- Mars Hill, N. C.
- Boone, N. C.
- Darlington Heights, Va.
- Lowell, N. C.
- Durham, N. C.
- Decatur, Ala.
- Durham, N. C.
- Riverside, Calif.
- Charleston, S. C.
- Raleigh, N. C.
- Hokes Bluff, Ala.
- Lumber Bridge, N. C.
- Durham, N. C.
- Blacksburg, S. C.
- A. & M. College, Miss.
- Durham, N. C.
- Big Stone Gap, Va.
- Greensboro, N. C.
- Brooklyn, N. Y.
- Greeneville, Tenn.
- Baltimore, Md.
- Charleston, W. Va.

- Gill, Harriet Aurelia  
A.B. (University of Richmond), Zoölogy. (S) Richmond, Va.
- Gill, Leila May  
A.B. (Converse), Education, Latin (S) Laurinburg, N. C.
- Gillaspie, Athey Graves  
B.S. (Lynchburg), Chemistry, Physics. Big Island, Va.
- Gillet, Lucille Erma  
A.B. (Nebraska Wesleyan), Psychology. Lincoln, Neb.
- Gillock, Emmie May  
A.B. (Mississippi State College for Women), Mathematics, Physics. Lula, Miss.
- Glasson, Lucy Fleming  
A.B., A.M. (Duke), English. (S) Durham, N. C.
- Godard, James McFate  
A.B. (Park), Education, Psychology. Kankakee, Ill.
- Goodwin, Ernest Boyd  
A.B. (Wofford), A.M. (University of North Carolina), History. (S) Durham, N. C.
- Gordan, Myron Wilcox, Jr.  
A.B. (Furman), Education. (S) Spencer, N. C.
- Gray, Theron Arthur  
A.B. (Duke), History, Education. (S) Ruth, N. C.
- Green, Ernest Joshua  
A.B. (Duke), English. (S) Columbia, S. C.
- Greene, Fred Woodside  
A.B. (Duke), Biology. (S) Wilson, N. C.
- Gregory, George McKendrick  
A.B. (Yale), A.M. (University of Texas), English. Durham, N. C.
- Griffin, Mabel Jeannette  
A.B. (Duke), Mathematics, Physics. (S) Durham, N. C.
- Grigg, Ivey Franklin  
A.B. (Duke), Education, Religious Education. (S) Berea, N. C.
- Grogan, Eleanor  
A.B. (North Carolina College for Women), Education, English. (S) Stoneville, N. C.
- Gunter, Ellen Mae  
A.B. (Duke), English. Durham, N. C.
- Haddock, Richard Abraham  
A.B., A.M. (Duke), Mathematics. (S) Durham, N. C.
- Hagan, Charles Banner  
A.B. (Emory and Henry), A.M. (University of Virginia), Political Science, Economics. Bristol, Tenn.
- Hall, Joseph Alfred  
A.B., M.S. (Wisconsin), Chemistry. Durham, N. C.
- Haltiwanger, Robert Sidney  
B.S. (Davidson), Education. (S) Winston-Salem, N. C.
- Hardaway, Elizabeth Annie  
A.B. (Duke), Education. (S) Durham, N. C.
- Harmon, Thomas Leonhardt  
A.B. (Emory), A.M. (University of Chicago), Economics, Education. Macon, Ga.
- Harrell, Stanley Claudius  
A.B., A.M. (Elon), B.D. (Union, Richmond), Religion. Durham, N. C.
- Harris, Clarence Ligon  
A.B. (Wofford), Zoölogy. (S) Anniston, Ala.
- Harris, Florence Catherine  
A.B. (Duke), History. Washington, N. C.
- Harton, Benjamin Love  
A.B. (Hendrix), Education, Economics, Psychology. Conway, Ark.
- Harvill, Richard Anderson  
B.S. (Mississippi A. and M.), A.M. (Duke), Economics. Magnolia, Miss.

Harward, Morata Beatrice	Durham, N. C.
A.B. (Duke), English. (S)	
Hatchett, Edward Wallace	Durham, N. C.
A.B. (Duke), Mathematics. (S)	
Haywood, Zoa Lee	Durham, N. C.
A.B. (Duke), English, Religion.	
Hazlewood, Lucy Linwood	Kenbridge, Va.
A.B. (Randolph-Macon Woman's College), Education, Mathematics. (S)	
Hazlewood, Willie Gertrude	Kenbridge, Va.
A.B. (Randolph-Macon Woman's College), English. (S)	
Henderson, Pierce Pike	Asheville, N. C.
A.B. (Presbyterian College of South Carolina), Education, Mathematics. (S)	
Henry, Nell Quinby	Winnsboro, La.
A.B. (Lander), Biology. (S)	
Henry, Sibyl	Lenoir, N. C.
A.B. (University of North Carolina), Education. (S)	
Herndon, Clyde	Ehrhardt, S. C.
A.B. (Furman), Education, History. (S)	
Hester, Ernest Carrington	Durham, N. C.
A.B. (Duke), Zoölogy, Botany.	
Hewlett, Betty Herring	Wilmington, N. C.
A.B. (Meredith), Education. (S)	
Highfill, Thomas Guthrie	Donnaha, N. C.
A.B. (Moravian), Religion.	
Hinson, Van Glenn	Boone, N. C.
A.B. (Lenoir-Rhyne), Education. (S)	
Hitt, Pearl	Clinton, S. C.
A.B. (Lander), Education, English. (S)	
Hoban, Charles Francis	Harrisburg, Pa.
Ph.B. (Dickinson), English.	
*Hobgood, Virginia Lucile	Durham, N. C.
A.B. (Duke), Latin, French.	
Hocutt, Naomi Hull	Ashton, N. C.
A.B. (Meredith), Education. (S)	
Hodges, Wiley Edward	Blountville, Tenn.
A.B. (Roanoke), Political Science, History.	
Hodgkin, Wilbur Leroy	Greensboro, N. C.
A.B. (Davidson), Education. (S)	
Holt, Isaac Terry	Erwin, N. C.
A.B. (Duke), History, Political Science.	
Holton, Samuel Martin	Durham, N. C.
A.B., A.M. (Duke), Education. (S)	
Hook, Marshall Ward	Elon College, N. C.
A.B. (Elon), M.A. (University of North Carolina), Mathematics. (S)	
House, Ray Weldon	Cooleemee, N. C.
A.B. (Duke), Education. (S)	
Howell, Thelma	New Bern, N. C.
A.B. (Duke), Zoölogy. (S)	
Huckabee, Ellen Harris	Albemarle, N. C.
A.B. (Duke), English.	
Hudson, Monie Sanders	Spartanburg, S. C.
A.B. (Wofford), Chemistry, Physics.	
Huff, Pauline	Asheville, N. C.
A.B. (Meredith), Education. (S)	
Huffstetler, Juanita Elizabeth	Miami, Fla.
A.B. (Florida State College for Women), Economics, History. (S)	

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\* A.B. to be conferred June, 1930.

Hunt, Dwight Russell	Durham, N. C.
A.B. (Southeastern Teacher's College, Oklahoma). Religion.	
Hunt, Norman Francis	Danville, Va.
A.B. (University of Pennsylvania), History.	
Hunter, Annie May	Henderson, N. C.
A.B. (North Carolina College for Women), Education.	
Hunter, John Everett	Stem, N. C.
A.B. (Wake Forest), Education. (S)	
Israel, Kate Ola	Asheville, N. C.
A.B. (Duke), Chemistry.	
Jackson, David Kelly, Jr.	Gastonia, N. C.
A.B. (Duke), English, Education.	
Jenkins, Sanford Swindell	Durham, N. C.
A.B., A.M. (Duke), Chemistry, Physics.	
Jenkins, Theodore Roosevelt	Durham, N. C.
A.B. (Duke), Religious Education. (S)	
Jennings, Frances Wardlaw	Shelby, N. C.
A.B. (Brenau), Zoölogy, Education. (S)	
Jeter, Paul Hamilton, Jr.	Carlisle, S. C.
A.B. (University of South Carolina), Education. (S)	
Johnson, Joseph Herman	Mount Airy, N. C.
A.B. (University of Richmond), Education. (S)	
Jordan, Patte	High Point, N. C.
A.B. (North Carolina College for Women), Education. (S)	
Keever, Homer Maxwell	Southmont, N. C.
A.B. (Duke), Religion.	
Ketring, Ruth Anna	Richmond, Ind.
A.B. (Earlham), A.M. (Duke), History.	
Kimball, Rosebud	Manson, N. C.
A.B. (Elon), Education. (S)	
Kimbrough, Edith	Greensboro, N. C.
A.B. (Bessie Tift), Education, English.	
Kluttz, Lillie Mae	Durham, N. C.
A.B. (Duke), Education. (S)	
Knight, John Vincent	Durham, N. C.
A.B. (Elon), Religion, English. (S)	
Knight, Mary Latham	Asheville, N. C.
A.B. (Duke), Education. (S)	
Kressin, Virginia Stanton	Durham, N. C.
A.B. (University of South Dakota), Latin. (S)	
Larsen, Edith	Durham, N. C.
A.B. (Duke), Zoölogy. (S)	
Leary, Rupert Leslie	Coronaco, S. C.
A.B. (Furman), Education, English. (S)	
Ledbetter, Frances Gresham	Princeton, N. C.
A.B. (Duke), English. (S)	
Lee, Albert Evans	Monroe, N. C.
A.B. (Mercer), Education. (S)	
Lee, Robert Earl	Kinston, N. C.
B.S., LL.B., M.A. (Columbia), Economics, History. (S)	
Leggett, Mary Margaret	Edenton, N. C.
A.B. (Randolph-Macon Woman's College), Education. (S)	
LeGwin, Mary McCullen	Wilmington, N. C.
A.B. (Duke), English. (S)	
†Leonard, Susan Francena	Atlanta, Ga.
A.M. (Columbia), Botany. (S)	

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† Junaluska Summer School.

- Levenson, Jacob  
B.S. (New York), Chemistry, Physics. New York, N. Y.
- Little, Harold Clay  
A.B. (Davidson), Education, Mathematics. (S) Charlotte, N. C.
- Little, Lawrence Calvin  
A.B. (Davidson), A.M. (Duke), Religion, Psychology, Education. Durham, N. C.
- Long, Albert Anderson  
A.B. (University of North Carolina), Education, Religion. (S) Durham, N. C.
- Lovelace, Arsola Crawford  
A.B. (Wake Forest), Education. (S) Caroleen, N. C.
- Lowder, Essie B.  
B.S. (Queens), Zoölogy, Botany. Albemarle, N. C.
- \*Lucas, John Paul, Jr.  
A.B. (Duke), Psychology, Religion, Zoölogy. Charlotte, N. C.
- Lumley, Victor Alton  
A.B. (Duke), French, English. (S) Durham, N. C.
- Lynn, Irene Margaret  
A.B. (Duke), Zoölogy, Chemistry. (S) Morrisville, N. C.
- McCarson, Anna Murray  
A.B. (Duke), Education. (S) Durham, N. C.
- McCaskill, Leona Wilson  
A.B. (Winthrop), Latin, Greek. Sumter, S. C.
- McCollum, Doris Elizabeth  
A.B. (Winthrop), Education. (S) Sumter, S. C.
- McCulloch, Thomas Logan  
A.B. (Whittier), Psychology, Zoölogy. Fullerton, Calif.
- McDonald, Agnes Mae  
A.E. (Salem), Mathematics, Education. (S) Paragould, Ark.
- McDonald, Claudia Anne  
A.B. (Duke), Education. (S) Lillington, N. C.
- McDonald, Ralph Waldo  
A.B. (Hendrix), A.M. (Duke), Education. (S) Winston-Salem, N. C.
- McEwen, Noble Ralph  
A.B. (Birmingham-Southern), Education, Political Science. Irondale, Ala.
- †MacGowan, William Leroy  
A.B. (Harvard), Botany. (S) Jacksonville, Fla.
- McKinnon, Sallie Lou  
A.B. (Randolph-Macon), English. Maxton, N. C.
- McMillan, Montague  
A.B. (Limestone), A.M. (George Washington), English. Marion, S. C.
- Mabry, William Alexander  
A.B., A.M. (Duke), A.M. (Harvard), History. Ridgeway, N. C.
- Maden, William Leroy  
A.B. (Tusculum), Spanish. (S) Jonesboro, Tenn.
- Major, Charles Leslie  
A.B., A.M. (William and Mary), Education, Economics, Psychology. Stormont, Va.
- Manchester, Alan Krebs  
A.B. (Vanderbilt), A.M. (Columbia), History. Porto Allegre, Brazil
- Maness, Madison Ward  
A.B. (Duke), Education. (S) Rowland, N. C.
- Mann, John William  
A.B. (Virginia Military Institute), English. Cumberland, Md.
- Manning, John Eber  
B.S., M.S. (University of Arkansas), Education. (S) Jamesville, N. C.
- Mansfield, Mamie  
A.B. (Duke), Education, Philosophy. Durham, N. C.

\* A.B. to be conferred June, 1930.

† Junaluska Summer School.



Marks, Ruby Genevieve	Southern Pines, N. C.
A.B. (Salem), Education, History. (S)	
Martin, Lelia Virginia	Portsmouth, Va.
A.B. (Westhampton), Education, English. (S)	
Martin, Thomas Leon	Durham, N. C.
A.B. (Duke), History, English. (S)	
Matheson, William McRae	Mt. Gilead, N. C.
A.B. (Duke), Education. (S)	
Mathews, Joseph Chesley	Jacksonville, Fla.
A.B. (Furman), A.M. (Duke), German. (S)	
*Mathews, Joseph James	Sardis, Ky.
A.B. (Duke), History, Political Science.	
*Mattox, William Reuben	Pen Hook, Va.
A.B. (Duke), Economics, Political Science.	
Maultsby, William DeVane	Council, N. C.
A.B. (Duke), Education. (S)	
Meares, Jefferson Sullivan	Raleigh, N. C.
B.S. (University of South Carolina), M.S. (North Carolina State College), Physics.	
Merritt, Eglantine	Roxboro, N. C.
A.B. (Greensboro College), French. (S)	
Metler, Alvin Velbert	Adrian, Mich.
B.S. (Adrian), Chemistry, Physics.	
Midgette, John Barker	Hillsboro, N. C.
A.B. (Duke), Education. (S)	
Miller, Paul Jones, Jr.	Meridian, Miss.
B.S. (Mississippi A. and M.), Political Science,	Economics.
Milner, Morris Edwin	Wilmington, N. C.
A.B. (University of Richmond), Education. (S)	
Montgomery, Margaret Elizabeth	Burlington, N. C.
A.B. (Duke), English, French. (S)	
Moore, John Watson	Winston-Salem, N. C.
A.B. (Davidson), Education, Economics. (S)	
Morehead, Charles Galloway	Conway, Ark.
A.B. (Hendrix), English.	
Morehead, Sara Frances	Conway, Ark.
A.B. (Galloway Woman's College), English.	
Morgan, John Wesley	Selma, N. C.
A.B. (Duke), Education. (S)	
*Morris, Esther Jane	Raleigh, N. C.
A.B. (Duke), Zoölogy.	
Morton, Catherine Serene	Currie, N. C.
A.B. (Asbury), English. (S)	
Moss, Sara Newbern	Forest City, N. C.
A.B. (Duke), Education. (S)	
Mustard, Walter Edward	Mechanicsburg, Va.
A.B. (Duke), Education, Mathematics. (S)	
Myers, Rachel Edna	Broadway, Va.
A.B. (Bridgewater), Psychology.	
Nance, Jeannette	Asheville, N. C.
A.B. (Greensboro College), French, History. (S)	
Neal, John Washington	Durham, N. C.
A.B., A.M. (Duke), Education. (S)	
Neely, Robert Russell	Pamplin, Va.
B.S. (Hampden-Sidney), French, Spanish. (S)	
Nichols, Hugh Lester	Durham, N. C.
A.B. (Duke), Religion. (S)	

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\* A.B. to be conferred June, 1930.

- Nicholson, Maude L. Statesville, N. C.  
A.B. (Duke), French, History.
- Noell, Lizzie Reade Durham, N. C.  
A.B. (Duke), English.
- Noell, Margaret Jeannette Durham, N. C.  
A.B. (North Carolina College for Women), Education. (S)
- O'Keeffe, Walter Fite Fort Wayne, Ind.  
A.B. (Texas Christian), Political Science.
- Pace, Donald Metcalf Hanover, Pa.  
B.S. (Susquehanna), A.M. (Duke), Zoölogy, Botany.
- Page, Julian Bernice Belmont, N. C.  
A.B. (University of North Carolina), Education, History. (S)
- Parkhurst, A. J. Ocala, Fla.  
B.S. (John B. Stetson University), Education. (S)
- Parks, E. Taylor Mulberry, Tenn.  
A.B. (Carson-Newman), A.M. (University of Tennessee), History.
- Patterson, John Clarke Uvalde, Tex.  
A.B., A.M. (University of Texas), History.
- Peacock, Serene Hooks Fremont, N. C.  
A.B. (North Carolina College for Women), Education. (S)
- Perry, Haywood Arnold Durham, N. C.  
A.B. (Duke), Education. (S)
- Pettigrew, Richard Campbell Florence, S. C.  
A.B. (Furman), A.M. (University of North Carolina), English, Greek, Latin. (S)
- Petty, Clara Octavia Durham, N. C.  
A.B. (Duke), Education. (S)
- Plemmons, William Howard Asheville, N. C.  
A.B. (Wake Forest), History. (S)
- Pool, Bob Lem Lindale, Tex.  
A.B. (Duke), Religion, Philosophy.
- Poole, Frances Lumberton, N. C.  
A.B. (North Carolina College for Women), Mathematics. (S)
- Poole, Mae Johnson Lumberton, N. C.  
A.B. (Flora Macdonald), Education. (S)
- Powell, Gamaliel Wyatte Holmes Newman, Ga.  
B.S., M.S. (Emory), Chemistry.
- Powell, Margaret Alice Guilford College, N. C.  
A.B. (Greensboro College), French, English.
- Powell, Thomas Edward Elon College, N. C.  
A.B. (Elon), A.M. (University of North Carolina), Zoölogy.
- Power, Sara Jane Paris, Ky.  
A.B. (Duke), Education, Religion.
- Pridden, Lorraine Isley Durham, N. C.  
A.B. (Duke), Education. (S)
- Priepke, Rudolf Julius Clarksville, Ia.  
B.S. (Elmhurst), Chemistry, Physics
- Pritchett, William Kendrick Atlanta, Ga.  
A.B. (Davidson), Greek, Latin.
- Ratchford, Benjamin Ulysses Gastonia, N. C.  
A.B. (Davidson), A.M. (Duke), Economics. (S)
- Rawles, Ferald Alston Suffolk, Va.  
A.B. (Elon), Zoölogy. (S)
- Rayner, Kenneth Tyson Wake Forest, N. C.  
A.B. (Wake Forest), A.M. (Duke), Mathematics, Education. (S)
- Rees, Edward Jeffries Oxford, N. C.  
A.B. (Asbury), B.D. (Boston), Religion.

Reeves, Ruby Edith	Volney, Va.
A.B. (Duke), French. (S)	
Reitzel, Charles Hidden	Newton, N. C.
A.B. (Lenoir-Rhyne), Education. (S)	
Riley, Eunice Williams	W. Durham, N. C.
A.B. (Duke), Education, Mathematics. (S)	
Rivera, Rodolfo Osvaldo	Barranquitas, P'to Rico
A.B. (Southwestern Louisiana Institute), A.M. (Duke), History (S)	
Roberts, Cortelyou John	Asheville, N. C.
B.S., M.S. (North Carolina State College), French. (S)	
Roberts, Margaret Charlotte	Windsor, Va.
A.B. (Elon), English.	
*Robertson, Emma Laura	Woodsdale, N. C.
A.B. (Duke), English, Philosophy.	
Robinson, Boyd B.	Maiden, N. C.
A.B. (Lenoir-Rhyne), Education. (S)	
Rodriguez-Diago, Andres	Cartagena, Colombia
A.E. (Duke), Zoölogy, History. (S)	
Root, Raymond Willard	Durham, N. C.
A.B. (Milton), A.M. (Duke), Zoölogy.	
Ross, Jennings	Wadesboro, N. C.
A.B. Greensboro College), Education. (S)	
Royall, John Edward	Mt. Pleasant, S. C.
A.B. (Charleston), Education. (S)	
Sain, Lodena	Mocksville, N. C.
A.B. (North Carolina College for Women), Education. (S)	
Sanderson, Jesse Ormond	Nashville, N. C.
A.B. (Duke), Education, Economics. (S)	
Sasser, Roxie Johnson	Durham, N. C.
A.B. (Duke), English, Education. (S)	
Savvyer, Roma Elizabeth	Durham, N. C.
A.B. (Duke), A.M. (University of Pennsylvania), Political Science, Economics.	
Saylor, John Henry	Fredericktown, Mo.
A.B. (Southern Methodist University), A.M. (Duke), Chemistry.	
Schallert, Dorothy Amaryllys	Winston-Salem, N. C.
A.B., A.M. (Duke), Zoölogy, Botany.	
Scott, Lois Collins	Durham, N. C.
A.B. (Duke), Education. (S)	
Seabolt, Louise	Maxton, N. C.
A.B. (Duke), A.M. (Columbia), History.	
Seay, Hibernia	Selma, Ala.
A.B. (Randolph-Macon), French, English, History.	
Seeley, Emetta Meed	Durham, N. C.
A.B. (Connecticut College for Women), Religion, History.	
Sessoms, Louise Elizabeth	Fuquay Springs, N. C.
A.B. (Duke), Religion. (S)	
Shafer, Julia Simpson	Dobson, N. C.
A.B. (Emory and Henry), English. (S)	
Sharkey, William Kenneth	Greenwood, Ind.
A.B. (DePauw), A.M. (Brown), Economics, Psychology.	
Shaw, Thomas Jackson, Jr.	Greensboro, N. C.
A.B. (Duke), English.	
Shipp, Elsie P.	Durham, N. C.
A.B. (Meredith), French, Education. (S)	

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\* A.B. to be conferred June, 1930.

Shipp, Mary Elizabeth	Durham, N. C.
A.B. (Duke), Zoölogy. (S)	
Shuford, Bessie Crocker	Gaffney, S. C.
A.B. (Limestone), Education. (S)	
Simpson, William Hays	Frederick, Md.
A.B. (Tusculum), A.M. (Duke), Political Science, History.	
Slayden, Milton	Red Oak, Tex.
A.B. (Trinity), Education. (S)	
Smith, Cecil Cline	Durham, N. C.
A.B. (University of North Carolina), Education. (S)	
Smith, Culver Haygood	Pittsburgh, Pa.
A.B. (Duke), A.M. (Yale), History.	
Smith, Hugh Preston	Wake Forest, N. C.
A.B. (Wake Forest), A.M. (Duke), Education. (S)	
Smith, Robert Sidney	Thomaston, Conn.
A.B., A.M. (Amherst), Economics, History.	
Smith, Sarah Olive	Winston-Salem, N. C.
A.B. (Guilford), Education. (S)	
Snapp, Elizabeth	Paris, Ky.
A.B. (University of Kentucky), English. (S)	
Snuggs, Henry Lawrence	Albemarle, N. C.
A.B. (Wake Forest), A.M. (Duke), English.	
Southerland, Bessie Juanita	Durham, N. C.
A.B. (Duke), English. (S)	
Sowell, John Pierce	Lancaster, S. C.
A.B. (Furman), Education. (S)	
Spikes, Lewis Everett	Rutherfordton, N. C.
A.B. (Duke), Education. (S)	
Stackhouse, Arva Eastwood	Durham, N. C.
A.B. (Franklin), A.M. (Duke), History.	
*Stalvey, James Benjamin	Tabor, N. C.
A.B. (Duke), History, Political Science.	
Starling, Mary Lee	Durham, N. C.
A.B. (Greensboro College), English, History. (S)	
Starnes, Alvin Bradley	Mineral Springs, N. C.
A.B. (Duke), Education, English. (S)	
Staton, Ennis Calvin	Mocksville, N. C.
A.B. (Wake Forest), Education. (S)	
Stephens, Hubert Wesley	Macomb, Ill.
B.S. (Illinois Wesleyan), Physics, Mathematics, Chemistry.	
Stewart, Luna Agnes	Ogden, Fla.
A.B. (Florida State College), English, History. (S)	
Stokes, Ruth Wyckliffe	Mountville, S. C.
A.B. (Winthrop), M.A. (Vanderbilt), Mathematics, Physics. (S)	
Stone, Alta Ruth	Durham, N. C.
A.B. (Duke), Education.	
Stough, Theodore Elias	Gibsonville, N. C.
A.B. (Duke), Education, Religion. (S)	
Strother, Eura Vance	Franklinton, N. C.
A.B. (Duke), Education. (S)	
Strother, Melissa Adelle	Durham, N. C.
A.B. (Duke), Latin. (S)	
Stutts, DeWitt Talmage	Erwin, N. C.
A.B., A.M. (Duke), Education. (S)	
Styron, Gertrude Mars	Davis, N. C.
A.B. (East Carolina Teachers College), Education, French. (S)	

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\* A.B. to be conferred June, 1930.

- Sugden, Herbert Wilfred  
A.B. (Harvard), A.M. (Duke), English.
- Swaringen, Roy Archibald  
A.B. (Duke), Education. (S)
- Sydnor, Elmer Williams  
A.B. (Richmond), A.M. (Columbia), English.
- Taylor, Waller Littlepage, Jr.  
A.B. (Duke), Chemistry, Biology. (S)
- †Teeter, Marvin Frank  
A.B. (Duke), Botany. (S)
- Thomas, John Frederick  
A.B., A.M. (University of Michigan), Psychology.
- Thompson, Lacy Hunter  
A.B. (Asbury), Religion. (S)
- Tillery, Doris Katherine  
A.B. (Meredith), Mathematics.
- Tilley, Ernest Clarence  
A.B. (Duke), History. (S)
- Tilley, Nannie Mae  
A.B. (North Carolina College for Women), History. (S)
- Tipton, Samuel Ridley  
A.B. (Mercer), Zoölogy, Chemistry.
- Torrey, Annie Laurin  
A.B. (Mississippi State College for Women), German. (S)
- Trentham, Ina Rankin  
A.B. (Carson-Newman), French, History.
- †Trentham, Shannon Otis  
B.S. (Carson-Newman), Botany, Zoölogy. (S)
- deTreville, Marie  
A.B. (Winthrop), Education.
- Trueblood, Paul Graham  
A.B. (Willamette), English, Philosophy.
- Turner, Dorothy Dorman  
A.B. (Greensboro College), French, Education. (S)
- Tyson, Marie Harris  
A.B. (North Carolina College for Women), Education. (S)
- Umstead, Lucy Waller  
A.B. (Duke), Education. (S)
- Underwood, Eugene Taylor  
A.B. (Butler), French, History, Psychology.
- Underwood, Paul Benjamin  
A.B. (Furman), Education. (S)
- Wall, Reid  
B.S., B.D. (Emory), Religion, Psychology.
- Walston, Rosa Lee  
A.B. (Woman's College, Alabama), M.A. (Birmingham-Southern), M.A. (Columbia), English.
- Wannamaker, Elizabeth Bates  
A.B. (Winthrop), Education, English. (S)
- Ward, Carrie Mae  
A.B. (East Carolina Teachers College), French. (S)
- Ward, Charles Eugene  
A.B. (Baker), A.M. (Duke), English.
- Ward, Claude  
B.S. (Wake Forest), Education. (S)
- Asheville, N. C.
- Oxford, N. C.
- Jefferson City, Tenn.
- Stovall, N. C.
- Mt. Pleasant, N. C.
- Detroit, Mich.
- Haw River, N. C.
- Scotland Neck, N. C.
- Durham, N. C.
- Bahama, N. C.
- Macon, Ga.
- Union Church, Miss.
- Mars Hill, N. C.
- Mars Hill, N. C.
- Walterboro, S. C.
- Roseburg, Oregon
- Elizabeth City, N. C.
- Mebane, N. C.
- Durham, N. C.
- Indianapolis, Ind.
- Greer, S. C.
- Gibsonville, N. C.
- Birmingham, Ala.
- High Point, N. C.
- Seven Springs, N. C.
- Wellsville, O.
- Elizabeth City, N. C.

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† Junaluska Summer School.

Warren, Alice Cain	Charlotte, N. C.
A.B. (Winthrop), Education. (S)	
Warren, Marion	Durham, N. C.
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Whaley, Otis	Fordtown, Tenn.
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B.S. (North Carolina College for Women), Education.	

## SUMMARY

Graduate students, First Summer Term, 1929.....	223
Graduate students, Second Summer Term, 1929.....	94
Graduate students, Academic Year, 1929-30.....	193
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	510
Deduct for duplications.....	92
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Total enrollment.....	418

# BULLETIN OF DUKE UNIVERSITY

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VOL. 2

JUNE, 1930

No. 6

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## CATALOGUE NUMBER



1929-1930

ANNOUNCEMENTS FOR 1930-1931

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IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE, AND OCTOBER

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UNDER ACT OF AUGUST 24, 1912



BULLETIN  
OF  
DUKE UNIVERSITY

CATALOGUE NUMBER



1929-1930  
ANNOUNCEMENTS FOR 1930-1931

DURHAM, NORTH CAROLINA  
1930



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## UNIVERSITY CALENDAR

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1930

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|-------|---|
| June  | 7. Saturday—Registration of local students for Summer School, first term.   |
| June  | 9. Monday—Registration of students for Summer School, first term.   |
| June  | 10. Tuesday—Instruction begins for Summer School, first term.   |
| July  | 4. Friday—Independence Day—A holiday.   |
| July  | 18-19. Friday, Saturday—Final Examinations for Summer School, first term.   |
| July  | 21. Monday—Instruction begins for Summer School, second term.   |
| Aug.  | 27-28. Wednesday, Thursday—Final Examinations for Summer School, second term.   |
| Sept. | 17. Wednesday, 9 A.M.—Assembly for all Freshmen. Freshmen orientation program begins.<br>10 A.M.—Entrance examinations for students not admitted by certificate.        |
| Sept. | 20. Saturday, 4 P.M.—First regular faculty meeting of the academic year.  |
| Sept. | 22. Monday—Freshmen instruction begins.   |
| Sept. | 23. Tuesday—Registration and matriculation of new students with advanced standing.  |
| Sept. | 24. Wednesday—Formal opening of college. Registration of matriculated students.   |
| Sept. | 25. Thursday—Recitations for Sophomores, Juniors, and Seniors begin.  |
| Sept. | 25-26-27. Thursday, 9 A.M. to 1 P.M., 2:30 P.M. to 4 P.M., Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students. |
| Nov.  | 11. Tuesday—Armistice Day—Part holiday—Public exercises.  |
| Nov.  | 19-22. Wednesday, Thursday, Friday, and Saturday—Mid-semester examinations.   |
| Nov.  | 27. Thursday—Thanksgiving Day—A holiday.  |
| Dec.  | 11. Thursday—Duke University Day—Not a holiday.   |
| Dec.  | 22. Monday, 1 P.M.—Christmas recess begins.   |

1931

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| Jan. | 3. Saturday, 8:30 A.M.—Instruction is resumed. |
| Jan. | 21. Wednesday—Mid-year examinations begin.     |

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|------|--------|--|
| Jan. | 31.    | Saturday—Last day for matriculation for second semester.   |
| Feb. | 2.     | Monday—Second semester begins.   |
| Feb. | 2.     | Monday—Last day for submitting subjects for graduating orations.   |
| Feb. | 23.    | Monday—A holiday—Civic Celebration in honor of Washington's birthday.  |
| Mar. | 25-28. | Wednesday, Thursday, Friday, and Saturday—Mid-semester examinations.   |
| Apr. | 1.     | Wednesday—Last day for submitting orations for Wiley Gray Contest.   |
| Apr. | 2.     | Thursday, 4 P.M.—Easter recess begins.   |
| Apr. | 7.     | Tuesday, 8:30 A.M.—Instruction is resumed.   |
| May  | 1.     | Friday—Last day for selection of courses for ensuing year.   |
| May  | 28.    | Thursday—Final examinations begin.   |
| June | 7.     | Sunday—President's address to graduating class.  |
| June | 8.     | Monday—Annual meeting of the Board of Trustees.  |
| June | 8.     | Monday—Annual meeting of the Alumni and Alumnae Councils.  |
| June | 8.     | Monday evening—Graduating orations.  |
| June | 9.     | Tuesday morning—Commencement sermon.   |
| June | 9.     | Tuesday—Alumni Day—Class Reunions.<br>Afternoon—Alumni Address—meeting of the Alumni Association.<br>Afternoon—Alumnae Address—meeting of the Alumnae Association. |
| June | 9.     | Tuesday evening—Reception in honor of the graduating class.  |
| June | 10.    | Wednesday morning—Commencement address; graduating exercises.  |
| June | 10.    | Wednesday afternoon at sunset—Lowering of the Flag by the graduating class.  |

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# 1931

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DORIS M. FAULK <i>Religious Librarian</i>	Duke Station
ERIC MORRELL <i>Chief of the Order Division</i>	Duke Station
HELEN OYLER, B.S. in L.S. <i>Cataloguer</i>	College Station
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LENA COVINGTON, A.B. <i>Assistant in the Order Department</i>	College Station
BENJAMIN E. POWELL, A.B., B.L.S. <i>Head of Circulation and Reference</i>	College Station
W. R. MATTOX, A.B. <i>Assistant in Circulation Department</i>	College Station
HERMAN WALKER, JR. <i>Assistant in Circulation Department</i>	College Station
WILLIAM JOYNER <i>Assistant in Circulation Department</i>	College Station
MARY LEE STARLING, A.B., A.M. <i>In charge of Graduate Reading Room</i>	College Station
RUTH ANNA KETRING, A.B., A.M. <i>In charge of Manuscripts</i>	College Station
GEORGE LEE GARNER, A.B., A.M. <i>In charge of Documents and Newspapers</i>	College Station
LILA CROSS PERKINS <i>Assistant in the Periodical Department</i>	College Station

## OFFICERS OF INSTRUCTION

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Note: *The list is arranged in two groups. The first contains the professors, associate professors, and assistant professors. The second comprises the instructors. The order of the names in each group, with the exception of the President, is that of seniority.*

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D. <i>President</i>	Duke University Campus
ROBERT LEE FLOWERS, A.M., LL.D. <i>Professor of Mathematics</i>	Duke University Campus
WILLIAM IVEY CRANFORD, A.B., Ph.D. <i>Carr Professor of Philosophy</i>	708 Buchanan Boulevard
CHARLES WILLIAM EDWARDS, A.B., A.M., M.S. <i>Professor of Physics</i>	406 Buchanan Boulevard
WILLIAM HENRY GLASSON, Ph.B., Ph.D. <i>Professor of Political Economy and Social Science</i>	710 Buchanan Boulevard
ALBERT MICAJAH WEBB, A.B., A.M. <i>Professor of Romance Languages</i>	1017 W. Trinity Ave.
WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D. <i>Professor of German</i>	402 Buchanan Boulevard
WILLIAM KENNETH BOYD, A.B., A.M., Ph.D. <i>Professor of History</i>	Franklin Court Apartments
CHARLES BLACKWELL MARKHAM, A.B., A.M. <i>Professor of Mathematics</i>	204 Dillard St.
FRANK CLYDE BROWN, A.B., A.M., Ph.D. <i>Professor of English</i>	410 Buchanan Boulevard
ARTHUR MATHEWS GATES, A.B., A.M., Ph.D. <i>Assistant Professor of Latin</i>	1030 W. Trinity Ave.
WILLIAM THOMAS LAPRADE, A.B., Ph.D. <i>Professor of History</i>	1108 Monmouth Ave.
ROBERT NORTH WILSON, A.B., M.S. <i>Professor of Chemistry</i>	822 Third St.
CHARLES WILLIAM PEPPLER, A.B., Ph.D. <i>Professor of Greek</i>	406 Buchanan Boulevard
WALTER SAMUEL LOCKHART, A.B., LL.B. <i>Professor of Law</i>	Forest Hills
WILLIAM HOLLAND HALL, A.B., A.M., B.C.E., M.S.C.E. <i>Professor of Engineering</i>	Faculty Club



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- BERT CUNNINGHAM, B.S., M.S., A.M., Ph.D. 1200 College Road  
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- FREDERICK AUGUSTUS GRANT COWPER, A.B., A.M., Ph.D. 1017 Dacian Ave.  
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*Professor of Biblical Literature and Religious Education*
- NEWMAN IVEY WHITE, A.B., A.M., Ph.D. Hope Valley  
*Professor of English*
- PAUL MAGNUS GROSS, B.S., A.M., Ph.D. Hope Valley  
*William Howell Pegram Professor of Chemistry*
- WILBUR WADE CARD, A.B. 1110 Minerva Ave.  
*Director of the Gymnasium*
- JAMES CANNON, III, A.B., A.M., Th.B., Th.M. Hope Valley  
*Ivey Professor of History of Religion and Missions*
- †KARL BACHMAN PATTERSON, A.B., A.M. 1024 Monmouth Ave.  
*Assistant Professor of Mathematics*
- WILLIAM JOSEPH HENRY COTTON, A.B., A.M., Ph.D. 1003 W. Trinity Ave.  
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† Absent on leave first semester, 1929-30.

‡ Absent on leave second semester, 1929-30.

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ALICE MARY BALDWIN, A.B., A.M., Ph.D. <i>Associate Professor of History</i>	308 Faculty Apartments
GEORGE MERRITT ROBISON, A.B., M.A., Ph.D. <i>Assistant Professor of Mathematics</i>	Faculty Club
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PAUL NEFF GARBER, A.B., A.M., Ph.D. <i>Professor of Church History</i>	Salmon Apartments
BENJAMIN GUY CHILDS, A.B., A.M. <i>Professor of Education</i>	401 N. Gregson St.
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BENNETT HARVIE BRANSCOMB, A.B., B.A., M.A. <i>Professor of New Testament Language and Literature</i>	Hope Valley
*RUSKIN RAYMOND ROSBOROUGH, A.M., Ph.D. <i>Professor of Latin</i>	Faculty Club
RICHARD HARRISON SHRYOCK, B.S., Ph.D. <i>Associate Professor of History</i>	1019 W. Trinity Ave.
WILLIAM WHITFIELD ELLIOTT, B.A., M.A., Ph.D. <i>Professor of Mathematics</i>	Faculty Club
*CALVIN BRYCE HOOVER, A.B., Ph.D. <i>Professor of Economics</i>	2413 Club Boulevard
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\* Absent on leave, 1929-30.

‡ Absent on leave second semester, 1929-30.

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*ARTHUR SPERRY PEARSE, B.S., A.M., Ph.D. <i>Professor of Zoölogy</i>	Hope Valley
WILLIAM WALTER RANKIN, JR., B.E., M.A. <i>Professor of Mathematics</i>	1011 Gloria Ave.
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CLEMENT VOLLMER, A.B., A.M., Ph.D. <i>Professor of German</i>	303 Faculty Apartments
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ERNEST WILLIAM NELSON, A.B., A.M., Ph.D. <i>Assistant Professor of History</i>	Hope Valley
EDWARD M. CAMERON, A.B. <i>Assistant Director of Physical Education</i>	Manchester Apartments
W. E. TILSON, LL.B. <i>Assistant Director of Physical Education</i>	909 N. Gregson St.
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— WILLIAM McDougall, M.A., D.Sc., Litt.D. <i>Professor of Psychology</i>	Hope Valley

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\* Absent on leave, 1929-30.

† Absent on leave first semester, 1929-30.

MARSHALL TURNER SPEARS, A.B., A.M. <i>Assistant Professor of Law</i>	501 Watts St.
WILBURT CORNELL DAVISON, A.B., B.A., B.Sc., A.M., M.D. <i>Professor of Pediatrics</i>	Hope Valley
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THADDEUS DILLIARD BRYSON <i>Professor of Law</i>	2404 Club Boulevard
BRADY R. JORDAN, Litt.B., Ph.D. <i>Professor of Romance Languages</i>	2409 Club Boulevard
SAMUEL RAYMOND SCHEALER, E.E., M.S. <i>Professor of Electrical Engineering</i>	Hope Valley
WILLIAM BRYAN BOLICH, A.B., M.A., B.C.L. <i>Professor of Law</i>	302 Faculty Apartments
*EARL JEFFERSON HAMILTON, B.S., A.M., Ph.D. <i>Professor of Economics</i>	113 Faculty Apartments
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*WALTER KIRKLAND GREENE, A.B., A.M., Ph.D. <i>Professor of English</i>	314 W. Trinity Ave.
DWIGHT LUCIAN HOPKINS, B.S., M.S., Ph.D. <i>Assistant Professor of Zoölogy</i>	306 Faculty Apartments
GILBERT THEODORE ROWE, A.B., D.D., Litt.D. <i>Professor of Christian Doctrine</i>	212 Watts St.
LUTHER MASON DIMMITT, A.B., Th.M., M.A. <i>Assistant Professor of Education</i>	1522 Hermitage Court
JOSEPH BANKS RHINE, B.S., M.S., Ph.D. <i>Assistant Professor of Psychology and Philosophy</i>	113 Watts St.
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\* Absent on leave, 1929-30.

— KARL EDWARD ZENER, A.B., A.M., Ph.D. <i>Assistant Professor of Psychology</i>	303 Swift Ave.
ARTHUR OWEN HICKSON, A.B., A.M., Ph.D. <i>Assistant Professor of Mathematics</i>	Bellamy Apartments
EDWARD ROY CECIL MILES, B.S., M.A., Ph.D. <i>Assistant Professor of Mathematics</i>	118 Faculty Apartments
WALTER ALBERT STANBURY, A.B., D.D. <i>Professor of Practical Theology</i>	516 W. Chapel Hill St.
*CHARLES MANNING CHILD, Ph.B., M.S., Ph.D. <i>Visiting Professor of Zoölogy</i>	114 Faculty Apartments
**GEORGE THOMAS HARGITT, Ph.B., A.M., Ph.D. <i>Visiting Professor of Zoölogy</i>	114 Faculty Apartments
LORING BAKER WALTON, Lic. èt L. <i>Assistant Professor of Romance Languages</i>	2411 Club Boulevard
ANDREW RUNNI ANDERSON, A.B., Ph.D. <i>Professor of Latin</i>	2413 Club Boulevard
LUCIUS AURELIUS BIGELOW, S.B., Ph.D. <i>Assistant Professor of Chemistry</i>	909 N. Gregson St.
LEWIS CHASE, A.B., A.M., Ph.D. <i>Professor of English</i>	Faculty Club
EDWARD RUTHERFORD GRAY, A.B., M.A. <i>Assistant Professor of Economics</i>	101 Faculty Apartments
CHRISTOPHER ROBERTS, B.S., A.M., Ph.D. <i>Assistant Professor of Economics</i>	101 Faculty Apartments
DENNIS CLAYTON TROTH, B.Ed., A.M., Ph.D. <i>Visiting Professor of Education</i>	111 Watts St.
CHARLES ABRAM ELLWOOD, Ph.B., Ph.D., LL.D. <i>Professor of Sociology</i>	Duke Station
KATHERINE EVERETT GILBERT, A.B., A.M., Ph.D. <i>Professor of Philosophy</i>	Forest Hills
JUSTIN MILLER, A.B., J.D., LL.B. <i>Professor of Law</i>	Duke Station
CLARENCE FERDINAND KORSTAIN, B.S.F., M.F., M.A., Ph.D. <i>Director of Duke Forest and Professor of Silviculture</i>	Duke Station
— HELGE LUNDHOLM, Ph.D. <i>Assistant Professor of Psychology</i>	Duke Station
JOHN S. BRADWAY, A.B., LL.B. <i>Professor of Law</i>	Duke Station
H. CLAUDE HORACK, A.B., LL.B. <i>Professor of Law</i>	Duke Station

\* Second semester, 1929-30.

\*\* First semester, 1929-30. Professor of Zoölogy beginning September 1, 1930.



MARION R. KIRKWOOD, A.B., J.D., LL.D. <i>Visiting Professor of Law</i>	Duke Station
DOUGLAS B. MAGGS, A.B., J.D., S.J.D. <i>Professor of Law</i>	Duke Station
WILLIAM ARTHUR BROWNELL, A.B., A.M., Ph.D. <i>Professor of Educational Psychology</i>	Duke Station
HOWARD EASLEY, A.B., A.M., Ph.D. <i>Assistant Professor of Education</i>	Duke Station
ALBAN GREGORY WIDGERY, M.A. <i>Professor of Philosophy</i>	Duke Station
*WALLACE WADE, A.B. <i>Director of Athletics</i>	Duke Station
**DOROTHY LOUISE MACKAY, A.B., Ph.D. <i>Visiting Professor of History</i>	Duke Station
JULIA DALE, A.B., A.M., Ph.D. <i>Assistant Professor of Mathematics</i>	Duke Station
JOSEPH M. THOMAS, A.B., Ph.D. <i>Assistant Professor of Mathematics</i>	Duke Station
HAROLD LINDSAY AMOSS, S.B., M.S., D.P.H., ScD., M.D. <i>Professor of Medicine</i>	Duke Station
BESSIE BAKER, R.N., B.S. <i>Dean of the School of Nursing and Professor of Nursing Education</i>	Duke Station
WILEY DAVIS FORBUS, A.B., M.D. <i>Professor of Pathology</i>	Duke Station
JULIAN DERYL HART, A.B., A.M., M.D. <i>Professor of Surgery</i>	Duke Station
ELSIE WILSON MATRIN, A.B., M.S. <i>Professor of Dietetics</i>	Duke Station
WILLIAM A. PERLZWEIG, B.S., A.M., Ph.D. <i>Professor of Biochemistry</i>	Duke Station
OSCAR CARL EDWARD HANSEN-PRÜSS, A.B., M.D. <i>Assistant Professor of Medicine</i>	Duke Station
HAYWOOD M. TAYLOR, B.S., M.S., Ph.D. <i>Assistant Professor of Biochemistry</i>	Duke Station
MARCELLUS EATON WINSTON <i>Superintendent of Duke Hospital and Professor of Hospital Administration</i>	Duke Station
GEORGE SHARP EADIE, M.B., Ph.D. <i>Professor of Physiology and Pharmacology</i>	Duke Station

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\* Term begins September 1, 1931.

\*\* Both semesters 1930-31.



DUNCAN CHARTERIS HETHERINGTON, A.B., Ph.D., M.D. <i>Associate Professor of Anatomy</i>	Duke Station
DAVID TILLMAN SMITH, A.B., M.D. <i>Associate Professor of Medicine</i>	Duke Station
FRANCIS H. SWETT, A.B., M.A., Ph.D. <i>Professor of Anatomy</i>	Duke Station
<hr/>	
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ARCHIBALD CURRIE JORDAN, A.B., A.M. <i>Instructor in English</i>	Faculty Club
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RICHARD ANDERSON HARVILL, B.S., A.M. <i>Instructor in Economics</i>	923 Monmouth Ave.
BENJAMIN ULYSSES RATCHFORD, A.B., A.M. <i>Instructor in Economics</i>	113 Faculty Apartments

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\* Absent on leave, 1929-30.

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FURMAN ANDERSON BRIDGERS, A.B., A.M. <i>Instructor in Romance Languages</i>	1104 Watts St.
DAVID WILLIAMS CARPENTER, A.B., M.A. <i>Instructor in Physics</i>	708 Buchanan Boulevard
JOHN WESLEY COOMBS <i>Assistant Director of Physical Education</i>	Dormitory No. 3
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CHARLTON CONEY JERNIGAN, A.B., A.M. <i>Instructor in Greek</i>	1002 Monmouth Ave.
LAWRENCE CALVIN LITTLE, A.B., A.M. <i>Instructor in Religious Education</i>	819 Sixth St.
ALAN KREBS MANCHESTER, A.B., A.M. <i>Instructor in History</i>	Dormitory No. 1
RAYMOND WILLARD ROOT, A.B., A.M. <i>Instructor in Zoölogy</i>	205 Watts St.
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HERBERT WILFRID SUGDEN, A.B., A.M. <i>Instructor in English</i>	201 Faculty Apartments
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JAMES NARDIN TRUESDALE, A.B., A.M. <i>Instructor in Greek</i>	Duke Station

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ALBERT ANDERSON, A.B., A.M., M.D.

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HARRIS HARTWELL BASS, M.D.

*Instructor in Roentgenology*

HARRIS HARTWELL BASS, JR., B.S., M.D.

*Instructor in Medicine*

NUMA DUNCAN BITTING, Ph.G., M.D.

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LYLE STEELE BOOKER, M.D.

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CHARLES RICHARD BUGG, A.B., M.D.

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*Instructor in Surgery*

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OSCAR LEE MILLER, M.D.  
*Lecturer in Orthopedics*

DAVID RUSSELL PERRY, A.B., B.S., M.D.  
*Instructor in Medicine*

- MARY ALVERTA POSTON  
*Assistant in Bacteriology*
- ALBERT HENRY POWELL, B.S., M.D.  
*Instructor in Medicine*
- WATSON SMITH RANKIN, M.D.  
*Lecturer in Preventive Medicine and Public Health*
- SAMUEL FITZSIMONS RAVENEL, A.B., M.D.  
*Instructor in Pediatrics*
- ROBERT JAMES REEVES, A.B., M.D.  
*Instructor in Roentgenology*
- FOY ROBERSON, M.D.  
*Instructor in Surgery*
- BENNETT WATSON ROBERTS, M.D.  
*Instructor in Pediatrics*
- EDWIN MASON ROBERTSON, M.D.  
*Instructor in Surgery*
- DONALD EDWARD ROBINSON, A.B., M.D.  
*Instructor in Pediatrics*
- ALDERT SMEDES ROOT, B.S., M.D.  
*Instructor in Pediatrics*
- ROBERT ALEXANDER ROSS, B.S., M.D.  
*Instructor in Obstetrics and Gynecology*
- HUBERT ASHLEY ROYSTER, A.B., M.D.  
*Lecturer in Surgery*
- ALFRED RIVES SHANDS, JR., B.A., M.D.  
*Instructor in Orthopedics*
- ANNIE THOMPSON SMITH, A.B., A.M., M.D.  
*Instructor in Obstetrics and Gynecology*
- JOSEPH ANDERSON SPEED, M.D.  
*Instructor in Medicine*
- NORMAN OWEN SPIKES, A.B., M.D.  
*Instructor in Medicine*
- WILLIAM RANEY STANFORD, A.B., M.D.  
*Instructor in Medicine*
- HUNTER MCGUIRE SWEANEY, A.B., M.D.  
*Instructor in Surgery*
- CALVERT ROGERS TOY, A.B., M.D.  
*Instructor in Medicine*
- EARL RUNYON TYLER, B.S., M.D.  
*Instructor in Dermatology*
- ROY WAKEFIELD UPCHURCH, M.D.  
*Instructor in Urology*

GEORGE THOMAS WATKINS, JR., A.B., B.S., M.D.  
*Instructor in Medicine*

WILLIAM MERRITT WATKINS, B.S., M.D.  
*Instructor in Medicine*

CHARLES BYRD WILLIS, M.D.  
*Lecturer in Surgery*

ERIC ALONZO ABERNETHY, M.D.  
*Instructor in Medicine*

WILLIAM BORDEN ABERNETHY, A.B., M.D.  
*Instructor in Medicine*

JULIAN WARRINGTON ASHBY, M.D.  
*Instructor in Psychiatry*

ROGER D. BAKER, A.B., M.D.  
*Instructor in Anatomy*

WALTER WARNER BAKER, B.S., A.B., M.D.  
*Assistant in Surgery*

FREDERIC BERNHEIM, A.B., Ph.D.  
*Instructor in Physiology*

MARY LILIAS CHRISTIAN BERNHEIM, A.B., A.M., Ph.D.  
*Instructor in Biochemistry*

ADDISON GORGAS BRENIZER, A.B., M.D.  
*Lecturer in Surgery*

EMIL B. CEKADA, M.D.  
*Assistant in Medicine*

ERLE BULLA CRAVEN, JR., M.D.  
*Assistant in Pathology*

CLARENCE ELSWORTH GARDNER, JR., M.D.  
*Instructor in Surgery*

ETHEL LOUISE MERRITT, A.B.  
*Assistant in Biochemistry*

ELEANOR DEVERE MILNOR  
*Assistant in Pathology*

WILLIAM HENRY HOLLINSHEAD, M.S.  
*Instructor in Anatomy*

ROBERT RANDOLPH JONES, JR., A.B., M.D.  
*Assistant in Surgery*

WILLIAM DEBERNIERE MACNIDER, M.D.  
*Lecturer in Special Pharmacology*

ERNEST PARRISH McCUTCHEON, D.D.S.  
*Instructor in Dentistry*



MAX O. OATES, A.B., M.D. <i>Assistant in Pathology</i>	Duke Station
JOHN FLETCHER OWEN, M.D. <i>Instructor in Psychiatry</i>	Duke Station
ELBERT LAPSLEY PERSONS, A.B., M.D. <i>Instructor in Surgery</i>	Duke Station
JULIAN RUFFIN, A.B., M.D. <i>Instructor in Medicine</i>	Duke Station
SUSAN GOWER SMITH, A.B., M.A. <i>Assistant in Biochemistry</i>	College Station
RUTH M. ADDOMS, A.B., Ph.D. <i>Instructor in Botany</i>	College Station
*LILLIAN BOLICH, A.B., Ph.D. <i>Instructor in Chemistry</i>	College Station
IRVING E. GRAY, A.B., Ph.D. <i>Instructor in Zoölogy</i>	Duke Station
WILLIAM R. QUINN, A.B., Ph.D. <i>Instructor in French</i>	Duke Station
GIFFORD DAVIS, A.B., A.M. <i>Instructor in French and Spanish</i>	Duke Station
F. W. CONSTANT, A.B., Ph.D. <i>Instructor in Physics</i>	Duke Station
JOSEPH A. GREENWOOD, A.B., A.M. <i>Instructor in Mathematics</i>	Duke Station
*E. TAYLOR PARKS, A.B., Ph.D. <i>Instructor in History</i>	Duke Station
WILLIAM ALEXANDER MABRY, A.B., A.M. <i>Instructor in History</i>	Duke Station
*CHARLES BANNER HAGAN, A.B., A.M. <i>Instructor in Economics</i>	Duke Station
ARCHIBALD JAMIESON NICHOL, A.B., A.M. <i>Instructor in Economics</i>	Duke Station
MARTIN LEE BLACK, JR., A.B. <i>Instructor in Accounting</i>	Duke Station
*WILLIAM HAYS SIMPSON, A.B., A.M. <i>Instructor in Political Science</i>	Duke Station
BANJAMIN F. LEMERT, B.S., A.M. <i>Instructor in Economics and Economic Geography</i>	Duke Station
RALPH T. MATTHEWS, B.S. in M.E. <i>Instructor in Mechanical Engineering</i>	Duke Station

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\* Term begins 1930-31.

VERNON ELGIN WAY, A.B., A.M. <i>Instructor in Greek</i>	Duke Station
WILLIAM CARY MAXWELL, A.B., A.M. <i>Instructor in German</i>	Duke Station
ELLIS HAGLER, A.B. <i>Instructor in Physical Education</i>	Duke Station
HERSCHEL CALDWELL, A.B. <i>Instructor in Physical Education</i>	Duke Station
D. B. CREAGER, B.S., M.S. <i>Instructor in Botany</i>	Duke Station
*JAMES MCFATE GODARD, A.B., A.M. <i>Instructor in Education</i>	Duke Station
*HAROLD FISH WILLIAMS, Ph.B. <i>Instructor in Botany</i>	Duke Station

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### UNIVERSITY FELLOWS

Ashburn, Karl Everett A.B., A.M. Texas Christian University	Economics	<i>Dormitory No. 1</i>
Brecher, Gerhard Karl Adolf Otto Gymnasium, Dresden; University of Hamburg, Germany	Botany	<i>Dormitory No. 1</i>
Doob, Leonard William A.B. Dartmouth College	Psychology	<i>Dormitory No. 1</i>
Fennell, Richard A. A.B. Birmingham-Southern College	Zoölogy	<i>Dormitory No. 1</i>
Ford, Grover Mancil B.S. Davidson College, M.S. Emory University	Chemistry	<i>Dormitory No. 1</i>
Hagan, Charles Banner A.B. Emory and Henry College, A.M. University of Virginia	Political Science	<i>Dormitory No. 1</i>
†Harmon, Thomas Leonhardt A.B. Emory, A.M. University of Chicago	Economics	<i>923 Fifth St.</i>
Jenkins, Sanford Swindell A.B., A.M. Duke University	Chemistry	<i>809 Second St.</i>
Mabry, William Alexander A.B., A.M. Duke University, A.M. Harvard University	History	<i>Dormitory No. 1</i>

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\* Term begins 1930-31.

† For second semester, 1929-30.

Major, Charles Leslie	Education	<i>814 Sixth St.</i>
A.B., A.M. William and Mary College		
Metler, Alvin Velbert	Chemistry	<i>1120 W. Main St.</i>
B.S. Adrian College		
Pace, Donald Metcalf	Zoölogy	<i>Dormitory No. 1</i>
B.S. Susquehanna University, A.M. Duke University		
Parks, E. Taylor	History	<i>Dormitory No. 1</i>
A.B. Carson-Newman College, A.M. University of Tennessee		
Patterson, John Clarke	History	<i>Dormitory No. 1</i>
A.B., A.M. University of Texas		
Root, Raymond Willard	Zoölogy	<i>205 Watts St.</i>
A.B. Milton College, A.M. Duke University		
*Sharkey, William Kenneth	Economics	<i>817 Second St.</i>
A.B. DePauw University, A.M. Brown University		
Smith, Culver Haywood	History	<i>Box 452, D. U.</i>
A.B. Duke University, A.M. Yale University		
Smith, Robert Sidney	Economics	<i>Box 754, D. U.</i>
A.B., A.M. Amherst College		
Stephens, Hubert Wesley	Physics	<i>Dormitory No. 1</i>
B.S. Illinois Wesleyan College		
Stokes, Ruth Wyckliffe	Mathematics	<i>12 Glenn Apts.</i>
B. A. Winthrop College, M.A. Vanderbilt University		
Sugden, Herbert Wilfred	English	<i>201 Faculty Apts.</i>
A.B. Harvard University, A.M. Duke University		
Sydnor, Elmer Williams	English	<i>1012 Gloria Ave.</i>
A.B. Richmond College, A.M. Columbia University		
Tipton, Samuel Ridley	Zoölogy	<i>Dormitory No. 1</i>
A.B. Mercer University		
Westerhof, Anthony Cornelius	Psychology	<i>Dormitory No. 1</i>
A.B. Calvin College, A.M. Duke University		

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### INDUSTRIAL RESEARCH FELLOWS

(Liggett and Myers Foundation)

Darkis, Frederick Randolph	Chemistry	<i>506 Buchanan Blvd.</i>
B.S., M.S., Ph.D. University of Maryland		
Hall, Joseph Alfred	Chemistry	<i>1118 N. Duke St.</i>
B.A., M.S. University of Wisconsin		

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\* For first semester, 1929-30.

Jones, Edwin Patterson	Chemistry	<i>619 S. Duke St.</i>
A.B., A.M. Duke University, Ph.D. Yale University		
Powell, Gamaliel Wyatte Holmes	Chemistry	<i>1801 Lakewood Ave.</i>
B.S., M.S. Emory University		
Powell, Thomas Edward	Zoölogy	<i>Elon College, N. C.</i>
B.A. Elon College, M.A. University of North Carolina		

## GRADUATE ASSISTANTS

Anderson, Ewing	English	<i>Dormitory No. 1</i>
A.B. University of Florida, A.M. Duke University		
Basler, Roy Prentice	English	<i>214 Faculty Apts.</i>
A.B. Central College, Missouri		
Blake, Nelson Morehouse	History	<i>Dormitory No. 1</i>
A.B. George Washington, A.M. Duke University		
Braswell, John William	English	<i>Dormitory No. 3</i>
A.B. Duke University		
Brewer, Anne Eliza	French	<i>Meredith College</i>
A.B. Meredith College, A.M. Columbia University		
Burch, James Charlie Horton	English	<i>316 N. Elizabeth St.</i>
A.B., A.M. Duke University		
Callihan, Alfred Dixon	Physics	<i>Dormitory No. 1</i>
A.B. Marshall College		
Chesley, Leon Carey	Zoölogy	<i>Dormitory No. 1</i>
B.S. Susquehanna University		
Clark, Thomas Dionysius	History	<i>119 Jarvis</i>
A.B. University of Mississippi, A.M. University of Kentucky		
Cox, Henry Miot	Mathematics	<i>Faculty Apts.</i>
B.S. Emory University		
Davidson, Elizabeth Huey	History	<i>12 Glenn Apts.</i>
B.S., M.S. University of Tennessee		
Elmore, Kelly Lee	Chemistry	<i>115 Faculty Apts.</i>
A.B. Duke University		
Gillaspie, Athey Graves	Chemistry	<i>Dormitory No. 1</i>
B.S. Lynchburg College		
Godard, James McFate	Education	<i>Dormitory No. 1</i>
A.B. Park College		

Jackson, David Kelly, Jr. A.B. Duke University	English	<i>Dormitory No. 1</i>
Little, Lawrence Calvin A.B. Davidson, A.M. Duke University	Religion	<i>819 Sixth St.</i>
McCulloch, Thomas Logan A.B. Whittier College	Psychology	<i>Dormitory No. 1</i>
McMillan, Montague A.B. Limestone College, A.M. George Washington	English	<i>204 Faculty Apts.</i>
Pettigrew, Richard Campbell A.B. Furman University, A.M. University of North Carolina	English	<i>Dormitory No. 1</i>
Priepke, Rudolf Julius B.S. Elmhurst College	Chemistry	<i>Dormitory No. 1</i>
Schallert, Dorothy Amaryllys A.B., A.M. Duke University	Zoölogy	<i>606 Buchanan Blvd.</i>
Seay, Hibernia A.B. Randolph-Macon College	French	<i>702 Buchanan Blvd.</i>
Simpson, William Hays A.B. Tusculum College, A.M. Duke University	Political Science	<i>Dormitory No. 1</i>
Snuggs, Henry Lawrence A.B. Wake Forest College, A.M. Duke University	English	<i>1018 Gloria Ave.</i>
Trentham, Shannon Otis B.S. Carson-Newman College	Botany	<i>814 Second St.</i>
Trueblood, Paul Graham A.B. Willamette College	English	<i>Dormitory No. 1</i>
Whitman, William Tate A.B. Duke University	Accounting	<i>Box 606, D. U.</i>
Williams, Harold Fish Ph.B. University of Wisconsin	Botany	<i>909 Gregson St.</i>

## GRADUATE SCHOLARS

Balch, Clifford Perry A.B. Franklin and Marshall College	History	<i>Dormitory No. 1</i>
Chen, William Yuanlung A.B., A.M. Syracuse University	Psychology	<i>Dormitory No. 1</i>
deBruyne, Jacob Marinus Anton A.B. Duke University	Chemistry	<i>1023 Monmouth Ave.</i>
Dunkle, Margaret Robert A.B. Florida State College for Women	Latin	<i>702 Buchanan Blvd.</i>

Fry, Glenn Ansel A.B. Davidson College	Psychology	<i>Dormitory No. 1</i>
Gathings, James Anderson A.B. Furman University	Political Science	<i>Dormitory No. 1</i>
Gillock, Emmie May A.B. Mississippi State College for Women	Mathematics	<i>1030 W. Trinity Ave.</i>
Griffin, Mabel Jeannette A.B. Duke University	Mathematics	<i>1211 Carolina Ave.</i>
McCaskill, Leona Wilson A.B. Winthrop College	Latin	<i>806 Third St.</i>
McEwen, Noble Ralph A.B. Birmingham-Southern	Education	<i>Dormitory No. 1</i>
Miller, Paul Jones, Jr. B.S. Mississippi A. & M. College	Political Science	<i>2306 Twelfth St.</i>
Pritchett, William Kendrick A.B. Davidson College	Greek	<i>Dormitory No. 1</i>
Underwood, Eugene Taylor A.B. Butler University	French	<i>Dormitory No. 1</i>



## SABBATICAL LEAVE

Sabbatical leave of absence to members of the Faculty is granted on the following conditions:

1. Every member of the general faculty shall be entitled to sabbatical leave after six years in the service of the University. Such leave may be taken for a full year at half salary or a half year at full salary.

2. In order to obtain a sabbatical leave written notice of the intention to take such a leave must be filed with the President of the University by November fifteenth of the academic year preceding the one in which the leave is to take effect.

3. If in exceptional cases it should develop that the granting of leave to an applicant during the year for which application was made would raise very serious difficulties detrimental to the best interests of the applicant's department or school, or to the interests of the institution as a whole; or because of questions concerning the applicant's period of service prior to the leave, the President shall appoint a committee which shall have power to decide the question of granting the sabbatical leave for the particular year under consideration. This committee shall consist of five members as follows: two members of the general faculty appointed yearly by the President, the Secretary of the University, the Dean of the school or college of which the applicant is a member, the chairman of the applicant's department, or should no such chairman exist another member of the applicant's department.

4. If this committee should decide against the granting of a sabbatical leave for the year for which the applicant applied, the applicant would be eligible for a sabbatical leave the following year or any year thereafter upon making application in due form as above.

5. After September 1, 1928, if a member of the faculty on becoming eligible for sabbatical leave does not for personal reasons apply for such leave, he does not forfeit the right to such leave, and he may count the additional years of service prior to his leave toward the six years of service necessary before he can apply for a subsequent leave. If in an exceptional case an applicant for personal reasons applies for a sabbatical leave to be effective in advance of his regular year and such leave is granted, he shall not be eligible for a subsequent leave until he has served six years plus the number of years by which this leave is advanced.

6. On recommendation of the committee after leave of absence has been granted it may be postponed for urgent reasons and under conditions to be determined by the committee.

7. All those cases which have occurred in the past or which may occur in the future in which leave of absence is granted under conditions where the absentee receives full pay for a half year or half pay or more for a full year's leave of absence shall be considered as regular sabbatical leave under these regulations.

8. These regulations shall become effective as of September 1, 1928. Sabbatical leaves under these regulations shall begin with the academic year 1929-30. The present regulations applying to the sabbatical leave shall be effective for such leaves through August 31, 1929.

## GROUNDS AND BUILDINGS

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### THE OLD DUKE UNIVERSITY CAMPUS

The old Duke University campus, consisting of one hundred and eight and a half acres, is situated on Main Street in the western part of the city of Durham. It has been laid out in drives and walks, enclosed by a stone wall. This campus was donated to Trinity College by General Julian S. Carr, Mr. Benjamin N. Duke, and Mr. James B. Duke. Beginning in September, 1930, it will be devoted to the use of a Co-ordinate College for Women and is admirably suited for the purpose since a group of eleven new buildings were planned and built for the use of women students. In addition to the eleven new buildings, including a classroom building, a science building, an auditorium, a library, a Faculty apartment house, a Union recreational and dining hall, and five new dormitories, there are eight buildings left intact from the old Trinity College group. In this group are five dormitories, a classroom building, an administration building, and a gymnasium. All of these buildings are readily adaptable to the use of women students.

### THE NEW DUKE UNIVERSITY CAMPUS

In 1926 Mr. James B. Duke donated to the University approximately five thousand acres of land to the southwest of the old campus, on which new units of the University have been erected. The buildings on this campus are constructed of native North Carolina stone, and a Tudor-Gothic style of architecture has been used. In the group are an administration building, which also includes classrooms and an auditorium, a hospital and medical building, a chemistry building, a physics building, a biology building, a law building, a library, a School of Religion building, a Union building, and three quadrangle dormitory groups. A memorial chapel is in process of erection. In the Union building are to be found student and faculty dining halls, a coffee shop, private banquet halls, guest suites, lobbies, student publication and organization offices, a post office, a barber shop, and a University store. This building will be the

logical center of student social life and recreational activities. The administration, School of Religion, and law buildings, besides containing adequate classroom space, also contain consultation offices for faculty members. The library, in addition to reading room accommodations, contains ample stacks.

Careful attention is being given to the development of the campus grounds. Walks and drives which make the buildings accessible to students and visitors have been laid. An extensive landscaping program is now under way.

The Stadium, which accommodates 35,000 spectators, is located on the southern part of the new campus in a natural amphitheater surrounded by trees. Entrance is made through three main gate-ways, some distance from the stadium proper, and thence to the stands by means of a grand concourse forty feet wide around the outer edge of the stadium. The playing field is below the level of the surrounding land while the top row of seats is about forty feet above the playing field and the bottom row at least six feet above the ground. The arena provides a standard gridiron and a cinder track a quarter of a mile in length with two two-hundred-and-twenty-yard straightaways.

# TRINITY COLLEGE

## AND THE

### COORDINATE COLLEGE FOR WOMEN

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Duke University maintains two separate undergraduate colleges of arts and sciences: Trinity College and The Co-ordinate College for Women. The colleges are situated on separate campuses not far apart and connected by a private boulevard. Women in the first two years have all their work on the campus of the Woman's College; those in the more advanced classes may elect courses of instruction offered only on the other campus if they are qualified to register for them. However, a woman student may complete all requirements for the bachelor's degree without taking work on the Trinity campus.

Two degrees are offered by the undergraduate colleges, bachelor of arts and bachelor of science in civil and electrical engineering. Six groups of studies lead to the former of these degrees and are listed with the requirements for the degree of bachelor of science on pages 58 and 59 of this catalogue.



# ADMISSION TO COLLEGE

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## GENERAL REGULATIONS

Applicants able to submit certificates of proficiency in subjects accepted for admission to the freshman class from schools whose work has been approved by the University will be admitted without examination, provided these certificates are properly made out on the regular blank provided by the University, signed by the school principal, and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes. Unless admitted on certificate, every candidate for admission will be examined on the required subjects.

Entrance examinations for the admission of new students will be held on the dates announced in the calendar of the University. All students applying for admission must appear before the Committee on Admission on Wednesday, September 17. Wednesday, September 17, Thursday, September 18, Friday, September 19, and Saturday, September 20, will be devoted to the registration, sectioning, and classification of new students. The first part of this period is devoted to placement tests and to qualifying examinations in English, mathematics, and foreign languages for all Freshmen. Students whose certificates have not been accepted take entrance examinations at this time.

New students with advanced standing from other institutions are requested to appear before the Committee on Admission, Tuesday, September 23. Students who register and matriculate later than the dates named in the University calendar must pay the Treasurer five dollars for the privilege.

It is strongly recommended to parents and guardians that all applicants for admission to Duke University be successfully vaccinated against smallpox and typhoid fever before they enter.

## REQUIREMENTS FOR ADMISSION

The requirements for admission are defined in terms of units. A unit of credit is allowed for a subject of study pursued throughout an academic year at an accredited high school,



if the course has demanded five recitations a week and the prescribed amount of work has been satisfactorily completed. Credit for fifteen units is required for admission to all groups.

The subjects in which credit for admission to the University may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

UNITS		UNITS	
English .....	4	Botany .....	1
Latin .....	4	Zoölogy .....	1
Greek .....	3	General Biology .....	1
German .....	3	Physical Geography .....	1
French .....	3	General Science .....	1
Spanish .....	3	Agriculture .....	2
Mathematics .....	4	Mechanical Drawing .....	2
History and Civics .....	4	Woodwork, Forging, and	
Physics .....	1	Machine Work .....	2
Chemistry .....	1	Household Economics .....	2
		Commercial Subjects .....	3

Minimum entrance credits of three units in English, one in history, three in mathematics, and four in foreign languages (either all in Latin or two in each of any two of the foreign languages accepted for admission, including Latin) are required of all applicants for candidacy for the bachelor of arts degree. However, in case the fifteen units of credit for admission do not include the full requirements in foreign languages, the student is given an opportunity during his freshman year to make up the deficiency.

### DEFINITION OF REQUIREMENTS

#### HISTORY—ONE UNIT

The candidate may offer for credit one unit from any of the following subjects. The examination will be based on material similar to that included in the books suggested. In lieu of the textbooks named, candidates may be examined on material contained in any of the courses in history and civics suggested for high schools by the North Carolina Department of Public Instruction.

#### (a) Ancient History (one unit).

Webster's *Ancient History*, West's *Ancient World*, Wolfson's *Essentials in Ancient History*.

- (b) Medieval and Modern History (one unit).  
Harding's *New Medieval and Modern History*, Robinson's *Western Europe*, West's *Modern World*.
- (c) English History (one unit).  
Cheyney's *Short History of England*, Coman and Kendall's *History of England*, Larson's *Short History of England*, Walker's *Essentials in English History*.
- (d) American History (one unit).  
Ashley's *American History*, Channing's *A Student's History of the United States*, Hart's *Essentials of American History*, James and Sanford's *American History*, McLaughlin's *History of the American Nation*, Muzzey's *American History*.

#### ENGLISH—THREE UNITS

##### *Grammar and Composition*

The requirements in grammar and composition are a thorough knowledge of the essentials of English grammar, habitual correctness in spelling, punctuation, sentence structure, paragraphing, and ability to make unified and coherent outlines and to write accurately and clearly on familiar subjects.

##### *Literature*

The classics to be studied in preparation for college English are divided into two classes, those intended for thorough study and those intended for general reading. Preparation in the former class should cover subject-matter and the leading facts in those periods of English literary history to which the prescribed books belong; in the latter class it should consist of a general knowledge of the subject matter and of the lives of the authors. In exceptional cases an equivalent amount of reading and study in other than prescribed works will be accepted.

Special attention is called to the minimum essential program as printed in the *Manual of Study* issued by the North Carolina Department of Public Instruction.

#### MATHEMATICS—THREE UNITS

1. *College Algebra*.
  - (a) To Quadratics (one unit).
  - (b) Quadratics to, and including, Progressions (one unit).
2. *Plane Geometry* (one unit).

## LATIN—TWO OR FOUR UNITS

1. *Grammar and Composition* (one unit).
2. *Four Books of Caesar's Gallic Wars* (one unit).
3. *Six Orations of Cicero* (one unit).
4. *Six Books of Vergil's Æneid* (one unit).

The student must be able to convert simple English prose into Latin.

The Roman system of pronunciation is used exclusively in the Latin work of the college course, and applicants for admission are expected to be well drilled in it.

## GREEK—TWO UNITS

1. *Elementary Grammar and Composition* (one unit).
2. Xenophon's *Anabasis, Books I-IV* (one unit).

## FRENCH—TWO UNITS

During the first year the work should comprise: (1) Elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

During the second year the work should comprise: (1) a thorough review of the grammar work of the previous year and a study of the irregular verbs and of the uses of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose.

## GERMAN—TWO UNITS

During the first year the work should comprise: (1) Elementary grammar and at least 75 or 100 pages of approved reading; (2) elementary grammar completed and at least 150 to 200 pages of approved reading.

The second year's work should include the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) easy paraphrasing of parts of the texts read; (3) continued drill in the rudiments of grammar.

## SPANISH—TWO UNITS

The work for the first year should comprise: (1) Elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

During the second year the work should include: (1) a thorough review of the grammar-work of the previous year and a study of the irregular verbs and of the use of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose.

## ELECTIVE SUBJECTS FOR ENTRANCE CREDITS

A candidate may offer additional entrance credit from the following subjects:

## ENGLISH

Students who have completed four years of English in an approved school will receive credit for one unit in addition to the three units required for admission to the freshman class.

## HISTORY AND CIVICS

In addition to the unit required, a candidate may present credit from the subjects which he has not offered as required entrance in history or civics.

## GREEK

Homer's *Iliad*, I-III, with prosody and sight translation, may be offered as elective credit for one unit.

## LATIN

One or two units of work in any of the four subjects in Latin named above under the sub-topic, "Latin," under the topic, "Definition of Requirements," may be offered for elective credit. Students presenting two units of Latin as one of the foreign languages required for entrance may present an additional elective unit in Latin.

## FRENCH

A year's work in French done according to the method outlined on p. 30, may be offered for an elective credit of one unit. In addition to the two years of work in French, a student may present for an elective unit a third year's work done in an approved manner.

## GERMAN

A year's work in German done according to the methods outlined on p. 30, may be offered for an elective credit of one unit. In addition to the two years of work in German, a student may present for an elective unit a third year's work done in an approved manner.

## SPANISH

A year's work in Spanish done according to the methods outlined on p. 31, may be offered for an elective credit of one unit. In addition to the two years of work in Spanish, a student may present for an elective unit a third year's work done in an approved manner.

## MATHEMATICS

One-half unit credit each is allowed for Solid Geometry and Plane Trigonometry.

## PHYSICS

Credit for one elective unit will be allowed for a year's work in elementary physics consisting of (1) recitations based on such texts as Cahart and Chute's, *High School Physics*; Millikan and Gale's, *First Course in Physics*, or Mann and Twiss's, *Physics*, with adequate lecture-table experiments by the instructor; (2) at least thirty experiments worked out by students individually in the laboratory, of which a neat report is made in proper form (the number of experiments performed is not so important as the quality of work done); (3) lectures and recitations on the practical application of the principles studied to the community life and to the home.

## CHEMISTRY

A year's work in chemistry conducted according to the same method suggested for that in physics will be accepted for an elective unit of credit.

## BIOLOGY

An elective credit of one unit is allowed for a year's work in any of the following biological sciences:

*General Biology.*—One year of study by the laboratory method devoted to typical animals and plants, covering the facts of morphology and physiology. Such a text as Hunter's, *A Civic Biology*, is recommended. Candidates for admission must present satisfactory laboratory notebooks.

*Botany.*—A year of work based on such a text as Bergen and Caldwell's *High School Botany*. Candidates for admission must present satisfactory notebooks.

*Zoölogy.*—A year of work based upon such a text as Linville and Kelley's, *Introduction to Zoölogy*. Candidates for admission must present satisfactory notebooks.

## MECHANICAL DRAWING

Elective credits of two units may be offered in mechanical drawing. Each year's work must be satisfactory in both quantity and quality. Drawing-books or plates must be submitted by all candidates offering this subject.

## PHYSICAL GEOGRAPHY

The year's work in physical geography may be offered as one unit; it should be based on a modern text-book and should include an approved laboratory and field-course of at least forty exercises performed by the student.

## AGRICULTURE AND HOUSEHOLD ECONOMICS

Maximum elective credits of two units may be offered in either agriculture or household economics by graduates of approved schools in which the teaching in these subjects has met the requirements of the North Carolina Department of Public Instruction.

## WOODWORKING, FORGING, AND MACHINE WORK

Graduates of approved schools offering thorough courses for one or two years in woodwork, forging, and machine work will be given credit of one unit for each year of such work certified by the school authorities.



### COMMERCIAL SUBJECTS

Graduates of approved schools offering thorough instruction in such commercial subjects as bookkeeping, stenography, and commercial arithmetic, may offer these subjects for credit for admission. Not more than three elective units of credit will be allowed for commercial subjects.

### GENERAL SCIENCE

A full year's work in general science done in a high school of approved standing will be accepted for one unit of elective credit.

### SPECIAL STUDENTS

Students of mature age not fully prepared to enter the freshman class may be admitted as special students. Such students are required to pass the regular entrance examinations in the subjects they propose to take, and all are required to present for admission English, history, and mathematics. They are required also to take fifteen hours of recitation work a week.

### ACCREDITED SCHOOLS

A list of accredited schools is revised from year to year. An applicant for admission to the freshman class who brings from one of these schools a certificate of graduation properly made out and signed by the principal is given credit for the work certified and is admitted to college without examination. Blank forms for recording the work done will be sent on request. Every applicant for admission by certificate is advised to secure a blank, have it properly filled out, signed, and forwarded to the Committee on Admission as early as possible.

### ADMISSION TO ADVANCED STANDING

Applicants for admission to advanced standing in the University must present official certificates of all work done in other institutions of approved standing; otherwise they must stand written examinations on all work for which they are seeking credit. Further, a minimum of one full year in residence at Duke University with the satisfactory completion of at least thirty semester-hours of approved senior work is required of all candidates for the bachelor's degree.

## REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

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The requirements for the degree of bachelor of arts are designed to give students such training in certain fundamental subjects as is essential for intelligent, educated citizens and at the same time to provide for them the opportunity for as wide an election as possible of courses of study interesting and practically helpful to them because congenial to vocations they plan later to pursue. The requirements for the degree are reckoned in semester-hours, a semester-hour being credit given for passing a subject pursued one hour a week during a semester. Credit for one hundred and twenty-six semester-hours, exclusive of physical education, is required for the degree of bachelor of arts in all groups.

The faculty has arranged the six groups of studies given below for the guidance of students in electing the work required for graduation. A student is free to elect any group he may desire, but in each group there is a large amount of work prescribed that in the judgment of the faculty is necessary to prevent a too great scattering of the efforts of the student while giving him a well-balanced course and work likely to be of special value to him in his chosen vocation. Some of the work in each group is left entirely to the choice of the student. With the approval of the Dean of the College and of the Council on Instruction, a student may at any time transfer from one group to another. In case of such a transfer, any prescribed work done in one group that is not prescribed in the other shall count as general elective credit in the group to which the transfer is made, and the student transferring shall make up as soon as possible the work prescribed in the group he has chosen.

No student is allowed to enroll in any semester for more than the equivalent of nineteen semester-hours of work, exclusive of physical education. No course-card is valid until it has the approval of the Council on Instruction and of the Dean of the College. All students, when electing courses are urged to seek the advice of the members of the faculty in whose departments they expect to receive instruction.

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of arts in Duke University may be done in another institution of approved standing, and this course must first be approved for such credit by the head of the department concerned and by the Dean of the College.

## GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF ARTS

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### GROUP I

#### GENERAL

This group is based on the traditional requirements for the degree of bachelor of arts. Students who elect it are required to take twelve semester-hours of English, including six of composition and six of literature; eighteen of foreign language, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language; sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics; six of history; and elective work sufficient to complete the one hundred and twenty-six semester-hours required for graduation. The eighteen semester-hours of foreign language required in this group must include two of the languages: Greek, Latin, French, German, and Spanish, and the two languages may not both be taken in the same department.

In addition to the seventy semester-hours of work already specified as required in this group, a student electing it is further required to take thirty semester-hours, (thirty-two semester-hours if an elementary science is one of the courses), in some subject chosen as a major and in other subjects specifically approved by the head of the department in which the major subject is chosen. A major may be chosen in any department in the University provided the head of the department approves it. The twenty-four or twenty-six semester-hours, as the case may be, required for graduation in addition to the seventy semester-hours of required work and the thirty or thirty-two semester-hours of major-minor work are left as free electives. A student may take as free electives any courses in which he is interested, provided he is qualified for admission to them.

The following arrangement of work is recommended to students in this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English .....	6	English .....	6
Mathematics .....	6	Foreign Language .....	6 or 12
Bible .....	0 or 6	Bible .....	6 or 0
Foreign Language .....	12 or 6	Science or History .....	8 or 6
History or Science .....	6 or 8	A required course in Foreign Language, Science, or Economics .....	6 or 8
	30 or 32		30 or 32
<i>Junior Year</i>		<i>Senior Year</i>	
Required courses in Foreign Language, Science, or Economics .....	6 or 14	Electives restricted only by the general requirements for this group.	
Electives .....	24 or 18		
	30 or 32		30 or 32

A student should observe the following points in arranging his work for the freshman and sophomore years in this group: (1) If he presents as many as three college entrance units in one foreign language, he has the option of continuing that language in college or of discontinuing it; if he presents only two units in any foreign language, he must continue that language in college unless granted permission to discontinue it by the Committee on Admission. He is not permitted to include more than one course of six semester-hours beginning the study of a language among the eighteen semester-hours of required language work, and that course must be followed by a second course in the same language. (2) The required work in language may not all be taken in the same department. (3) The six semester-hours of required work in Bible must be taken in either the freshman or sophomore year. (4) A student must take one of the required elementary sciences, biology, chemistry, or physics, in either the freshman or sophomore year and the second required science not later than the junior year. If he postpones his first natural science to the sophomore year, he may take history in the freshman year and must then take Economics 1 or Economics 102 in his junior year. If he takes natural science and no history in the freshman year, he must, in his sophomore year, take either history or economics and in the junior year the one not taken the year before.

## GROUP II

## BUSINESS ADMINISTRATION

This group is designed for students who enter college with the purpose of engaging in some form of business activity after graduation. The required work consists of twelve semester-hours of English, including six semester-hours of composition and six of literature; six of Bible; eight of biology, chemistry, or physics; six of history; six of mathematics; twelve of foreign language, of which not more than six semester-hours may be a course beginning the study of a language; forty-eight of economics and political science; and six of law. Twenty-two semester-hours are left for free electives.

The following arrangement of courses is authorized for students electing this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English .....	6	English .....	6
Foreign Language .....	6	Economics 1 .....	6
Mathematics .....	6	Accounting (Econ. 7) .....	6
Economics A .....	6	Foreign Language .....	6
Bible .....	6	History .....	6
or History (6)		or Bible (6)	
or Science (8)		or Science (8)	
	<hr/> 30 or 32		<hr/> 30 or 32
<i>Junior Year</i>		<i>Senior Year</i>	
Science or History .....	8 or 6	Law 1 .....	6
Economics 102 .....	6	Economics 203-235 .....	6
Economics 104-144, 105-158, and 106-168 .....	12	Economics 104-144, 105-158, and 106-168 .....	6
(Elect two year courses)		(Year course not elected junior year)	
Electives .....	6 or 8	Electives .....	12 or 14
	<hr/> 30 or 32		<hr/> 30 or 32

## GROUP III

## RELIGION

This group is designed for students who enter college with the purpose of adopting the ministry or other religious or social welfare work as a vocation after graduation. The required work consists of twelve semester-hours of English, including



six of composition and six of literature; eight of biology; eight of chemistry or physics; six of history, six of economics or political science; twelve of foreign language, of which not more than six may be a course beginning the study of a language; six of mathematics; six of Bible; six of psychology; six of philosophy; and twenty-four of work in the Department of Religion other than Bible 1-2. There are twenty-six semester-hours of free electives.

The following arrangement of courses is authorized for students electing this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English .....	6	English .....	6
Bible .....	6	Foreign Language .....	6
Foreign Language .....	6	Biology or History .....	8 or 6
Mathematics .....	6	*Economics and Political	
History or Biology .....	6 or 8	Science or Psychology ..	6
		Religion .....	6
	30 or 32		30 or 32
<i>Junior Year</i>		<i>Senior Year</i>	
Religion .....	6	Religion .....	12
Psychology or Philosophy	6	†Philosophy or Psychology	6
Chemistry or Physics or		Electives .....	12 or 14
Economics (6) .....	8		30 or 32
Electives .....	14 or 12		
	30 or 32		

## GROUP IV

### PRE-MEDICAL

This course is designed for students who expect to pursue the study of medicine after graduation from college. The required work consists of twelve semester-hours of English, including six of composition and six of literature; twelve of foreign language, provided the student pursues the study of French and German until he has completed the equivalent of French 3 and 4 and German 107-08; six of Bible; ten of physics; sixteen of chemistry, including eight of organic chemistry; eight of zoölogy, twenty-two additional of laboratory science;

\* Student may substitute here chemistry or physics if he is not electing biology.

† Unless an elective in the junior year has completed the required work in the departments of philosophy and psychology.

six of psychology; six of history or economics; six of mathematics; and twenty-four of free electives.

Those students who at the end of their first year of college work are recommended for good and sufficient reasons by their teachers of science and the Dean of the College as being capable of doing acceptable work in a medical school without completing the college requirements for graduation will be allowed to arrange a special course of studies that will prepare them to meet the minimum requirements of first-class medical schools by the end of their sophomore year. The tabulation of courses below is made with this possibility in view.

The School of Medicine will be opened October 1, 1930. Requirements for admission to the School are explained in a special bulletin which may be obtained from the Dean of the School of Medicine.

The following arrangement of courses is authorized for students electing this group. The student taking his A.B. degree in this group may postpone some of the work of the freshman and sophomore years until his last two years.

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English .....	6	English .....	6
Mathematics .....	6	Bible .....	6
French or German .....	6	Physics .....	10
Zoölogy .....	8	Chemistry 21 and 30 (or 151-152 if student is eligible) .....	8
Chemistry 1-2 .....	8	French or German .....	6
	—		—
	34		36
<i>Junior Year</i>		<i>Senior Year</i>	
Psychology .....	6	Laboratory sciences .....	13
History 9 and 91 or Economics 1 or Economics 102 .....	6	Electives .....	13
Laboratory sciences .....	9		—
Electives .....	9		26
	—		
	30		

## GROUP V

### TEACHING

This group is designed for four classes of students: (A) those who expect to teach in colleges or universities, or who for similar reasons expect to do advanced work in a graduate

school; (B) those who expect to teach in secondary schools; (C) those who expect to teach in elementary schools; and (D) those who expect to adopt as a vocation some form of public school administration. For each class a course of study is suggested below. All four classes are required to take the same general work as students in Group I, as follows: twelve semester-hours of English; eighteen of foreign language (except as specifically modified in the descriptions of Classes B, C, and D); sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics and government; and six of history.

Since transfer from Group I (General) to Group V (Teaching) is easy, students are advised not to enter Group V until satisfied that they expect to teach after graduation. It is especially difficult, however, for prospective high school teachers to transfer after their sophomore year.

#### **CLASS A: COLLEGE TEACHING**

Students in this class take the same freshman and sophomore work as students in Group I, except that they may take six semester-hours of education and psychology as sophomores. For foreign language work they need take only twelve semester-hours of French and German in college but must complete the equivalent of second-year college work in each. In addition to the sixty-four or seventy hours of work required, including the languages prescribed, each student must complete a major of at least twenty-four semester-hours of work in the subject the student expects to continue in graduate school, twelve semester-hours of work in subjects related to the major and approved by the department in which the major is selected; twelve semester-hours in education and psychology, or either, as a second minor, not including any secondary- or elementary-school methods; and sufficient free electives to complete the one hundred and twenty-six semester-hours of work required for graduation.

#### **CLASS B: SECONDARY-SCHOOL TEACHING**

Students who expect to teach in high schools should register in this group as early after their freshman year as possible, the work of that year being the same as for Group I. They have

the same general requirements as Group I, except that the eighteen semester-hours of foreign language, which must include two languages, may include as many as twelve semester-hours in courses beginning the study of a language. In addition to the seventy semester-hours of general required work, each student must take the following: twelve semester-hours of work in education, including three of educational psychology and three of secondary education; three semester-hours of general psychology; three semester-hours of directed observation and practice teaching; six semester-hours, three in each of two fields of high school teaching, in materials and methods; and subject-matter work in the two subjects he expects to teach sufficient to amount to the following minimum amounts in the different fields as follows, including any of the generally prescribed work of Group I; twenty-four semester-hours of English, for prospective teachers of English; twelve semester-hours of Latin, over and beyond the traditional four units of Latin accepted for college entrance, for prospective teachers of Latin; eighteen semester-hours of French, over and beyond the two units of French accepted for college entrance, for prospective teachers of French; eighteen semester-hours of history and six of political science and economics, for prospective teachers of history and the social sciences; thirty semester-hours of biology, chemistry, physics, and geography or geology, for prospective teachers of high school science; and fifteen semester-hours of mathematics, for prospective teachers of mathematics. A student may prepare to teach only one science, or any one subject in high school, by taking a major of twenty-four hours in that subject in addition to general required work in Class B, the required work in education and psychology and the specific required work in directed observation and materials and methods in the chosen subject. Since, however, most inexperienced teachers have to serve an apprenticeship in small high schools, where they must teach classes in more than one subject, students are advised to meet the suggestions of the North Carolina State Department of Public Instruction and prepare to teach in two subjects, according to the course previously outlined in this paragraph.

Students who expect to teach are warned to read carefully the certification rules of the state in which they plan to work

and to advise fully with the Dean's office before electing courses in subjects they are preparing to teach. They are advised also to be careful to take their professional courses in the order outlined by the University department of education, reserving for their senior year the materials and methods courses and the directed observation and practice course. General psychology should be taken in the sophomore or the junior year.

#### **CLASS C: ELEMENTARY-SCHOOL TEACHING**

Students in this class take the same freshman and sophomore work as students in Group I, except that they take one course in education each year, which may not, however, be substituted for English either year. General requirements are the same as in Class B. Six semester-hours of education each year, or a total of twenty-four semester-hours for the four years, take the place of the major described in Group I. By the permission of the Dean of the University, students in Class C may take as much as six semester-hours of additional elective work in education, exclusive of any work in general psychology. All students in the group are required to complete a minor of twelve semester-hours in some department other than education, and all must complete at least three semester-hours of general psychology. It is recommended, but not required, that students in this class complete at least six semester-hours in American history and government.

#### **CLASS D: PUBLIC SCHOOL ADMINISTRATION**

This class is planned for students who expect to become principals or superintendents of schools, or to engage in other forms of public school administration. All requirements are the same as for Class C, except that (1) methods courses may be taken in either the secondary or the elementary field, (2) the six semester-hours in American history and government are prescribed, and (3) the work in education must include six semester-hours of school administration and supervision.

### **GROUP VI**

#### **PRE-LEGAL**

This group is designed for students who expect to study law. The required work in this group consists of twelve semester-hours of English, including six of composition and six



of literature; eighteen of two different foreign languages, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language; sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of mathematics; six of Bible; six of history; six of economics; six of psychology; eighteen additional semester-hours of history and twelve additional semester-hours of economics; and free electives to complete the one hundred twenty-six semester-hours required for graduation. With the consent of the Department of Engineering the student may substitute three semester-hours of drawing and three semester-hours of surveying for one of the required courses in natural science.

The following arrangement of courses is authorized for students electing this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English .....	6	English .....	6
Mathematics .....	6	Foreign Language .....	6
Foreign Language .....	6	Economics 1 .....	6
Bible .....	6	History 9, 91 .....	6
History 1-2 .....	6	Restricted elective .....	6 or 8
*Restricted elective .....	6 or 8		
			<hr/> 30 or 32
	<hr/> 36 or 38		
<i>Junior Year</i>		<i>Senior Year</i>	
		Economics 102 .....	6
Psychology .....	6	History 104 .....	6
Economics 104-144 .....	6	Electives .....	18 or 20
†Restricted elective .....	6 or 8		
Other electives .....	14 or 12		<hr/> 30 or 32
	<hr/> 30 or 32		

\* Within the restrictions of the general requirements of this group, the student may here choose: a foreign language course; or, biology, or chemistry, or physics; or, drawing and surveying.

† If the student prefers, he may postpone this restricted elective until the sophomore year.

‡ In case the student has already satisfied the general requirements of the group with regard to sciences and foreign languages, he may here substitute an elective.



# REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL OR ELECTRICAL ENGINEERING

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The studies for the degree of bachelor of science are designed for students who are preparing for civil or electrical engineering as a profession, and lead to the degree of bachelor of science in civil engineering (B.S. in C.E.), or bachelor of science in electrical engineering (B.S. in E.E.).

Either of these degrees requires one hundred and thirty-eight semester-hours of work. Six semester-hours of electives must be taken in economics or political science. If a foreign language is elected it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

## GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL OR ELECTRICAL ENGINEERING

### GROUP I

#### CIVIL ENGINEERING

##### *Freshman Year*

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
Chemistry 1 .....	4	Chemistry 2 .....	4
English .....	3	English .....	3
Mathematics 1, 2 .....	5	Mathematics 2, 5 .....	5
Bible 1 .....	3	Bible 2 .....	3
Drawing 1 .....	2	Drawing 2 .....	2
Physical Education .....	R	Physical Education .....	R
	<hr style="width: 10%; margin: 0 auto;"/>		<hr style="width: 10%; margin: 0 auto;"/>
	17		17

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

##### *Sophomore Year*

English .....	3	English .....	3
Mathematics 25 .....	4	Mathematics 30 .....	4
Physics for Engineers .....	5	Physics for Engineers .....	5
Surveying 11 .....	2	Mechanics 6 .....	4
Descriptive Geometry 3 .....	2		
Physical Education .....	R	Physical Education .....	R
	<hr style="width: 10%; margin: 0 auto;"/>		<hr style="width: 10%; margin: 0 auto;"/>
	16		16

*Junior Year*

Electrical Eng. 153 .....	3	Hydrology 122 .....	3
Hydraulics 107 .....	4	Strength of Materials 108 .....	3
Materials 109 .....	2	Curves and Earthwork 112 .....	3
Highways 115 .....	2	Surveying 114 .....	3
Electives .....	6	Electives .....	6
	<hr/>		<hr/>
	17		18

*Senior Year*

Water Supply 123 .....	2	Sewerage 124 .....	2
Structures 131 .....	3	Structures 132 .....	4
Reinforced Concrete 133 .....	3	Masonry 134 .....	3
Railroad Engineering 117 .....	3	Highways 116 .....	2
Electives .....	6	Electives .....	6
	<hr/>		<hr/>
	17		17

## GROUP II

## ELECTRICAL ENGINEERING

*Freshman Year*

FIRST SEMESTER		SECOND SEMESTER	
	S.H.		S.H.
Chemistry 1 .....	4	Chemistry 2 .....	4
English .....	3	English .....	3
Mathematics 1, 2 .....	5	Mathematics 2, 5 .....	5
Bible 1 .....	3	Bible 2 .....	3
Drawing 1 .....	2	Drawing 2 .....	2
Physical Education .....	R	Physical Education .....	R
	<hr/>		<hr/>
	17		17

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

*Sophomore Year*

English .....	3	English .....	3
Mathematics 25 .....	4	Mathematics 30 .....	4
Physics for Engineers .....	5	Physics for Engineers .....	5
Mechanism 81 .....	2	Mechanics 6 .....	4
Descriptive Geometry 3 .....	2		
Physical Education .....	R	Physical Education .....	R
	<hr/>		<hr/>
	16		16

*Junior Year*

Princ. of Elec. Eng. 151 .....	4	Princ. of Elec. Eng. 152 .....	4
Hydraulics 107 .....	4	Strength of Materials 8 .....	3
Differ. Equations .....	3	Elec. Measurements .....	3
Thermodynamics 183 .....	3	Thermodynamics 184 .....	3
Electives .....	3	Electives .....	3
	<hr/>		<hr/>
	17		16

*Senior Year*

Direct Currents 155 .....	3	Electrical Machinery 154 .....	6
Alternating Currents 157 .....	3	Electric Power Stations 158 ....	3
Elec. Transmission 5 .....	3	High Freq. Currents 162 .....	3
High Freq. Currents 161 .....	3		
Electives .....	6	Electives .....	6
	<hr/>		<hr/>
	18		18

## COURSES OF INSTRUCTION

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*Note: Courses primarily for freshmen and sophomores are numbered between 1 and 100, those primarily for juniors and seniors between 101 and 200, those primarily for seniors and graduates between 201 and 300. The amount of credit for each course is given in semester-hours following the description of the course.*

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### DEPARTMENT OF BIOLOGY

PROFESSORS CUNNINGHAM, BLOMQUIST, PEARSE,† WOLF, AND HALL, ASSIST-  
ANT PROFESSORS AVERY‡ AND HOPKINS, MR. BELL, MR. BRECHER, MR.  
TRENTHAM, MR. WILLIAMS, MR. CHESLEY, MR. FENNEL, MR.  
PACE, MR. ROOT, AND MR. TIPTON

#### BOTANY

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

#### FOR UNDERGRADUATES

**1. Introductory Botany.**—A general course dealing with plants. Two laboratory periods and two conference periods each week. **4 s.h.** STAFF

**2. Introductory Botany.**—A general course which may be taken as a continuation of Botany 1. Two laboratory periods and two conference periods each week. **4 s.h.** STAFF

**51. General Bacteriology.**—Laboratory and lectures. **4 s.h.**  
MR. BLOMQUIST

**52. Local Flora.**—Practice in the identification and classification of plants. **3 s.h.** MR. BLOMQUIST  
Prerequisites, Botany 1 and 2.

**101. Structure and Classification of Algae, Liverworts, and Mosses.**—Laboratory and lectures. **3 s.h.** MR. BLOMQUIST  
Prerequisites, Botany 1 and 2.

**102. Structure and Classification of Ferns, Gymnosperms, and Angiosperms.**—Laboratory and lectures. **3 s. h.** MR. AVERY  
Prerequisites, Botany 1 and 2.

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† Absent on leave, 1929-30.

‡ Absent on leave, 1930-31.

**111. Mycology.**—Structure and classification of fungi. Laboratory and lectures. **3 s.h.** MR. WOLF

Prerequisites, Botany 1 and 2.

**112. Diseases of Plants.**—Special reference to crop plants. Laboratory and lectures. **3 s.h.** MR. WOLF

Prerequisites, Botany 1 and 52.

**151. Plant Physiology.**—Laboratory and lectures. **4 s.h.**

Prerequisite, Botany 1.

MR. AVERY

[Not offered in 1930-31]

**152. Plant Anatomy.**—An introduction to general plant anatomy with some reference to cultivated plants. Laboratory and conferences. **3 s.h.**

Prerequisite, Botany 1.

MR. AVERY

#### FOR SENIORS AND GRADUATES

**201. Cytology.**—A study of the plant and animal cell. Laboratory, lectures, and conferences. **4 s.h.** MR. AVERY

Prerequisites, Botany 1 and Zoölogy 1-2 and one other course of intermediate grade.

[Not offered in 1930-31]

**202. Inheritance and Variation.**—A study of the principles of inheritance and variation in plants and animals. Lectures and conferences. **3 s.h.**

Prerequisites, Botany 1 and 2.

MR. BLOMQUIST

**225. Special Problem.**—Hours and credits to be arranged.

STAFF

#### ZOOLOGY

*Odd-numbered courses are offered in the first semester, even-numbered in the second.*

**1-2. General Zoölogy.**—First semester: An elementary survey of the animal kingdom, with particular reference to invertebrates. Second semester: General principles of vertebrate animal structures, functions, environmental relations, development of the individual and of the race, man's place in nature. **8 s.h.**

PROFESSORS PEARSE AND HALL, AND  
ASSISTANT PROFESSOR HOPKINS

**41. Elementary Comparative Anatomy.**—This course is a continuation of Course 1-2, and is recommended for pre-medical students. The laboratory work consists of the dissection and comparison of a number of types of vertebrates. **4 s.h.**

PROFESSOR CUNNINGHAM

Prerequisite, Zoölogy 1-2.

**44. Comparative Histology.**—The evolution of tissues. **4 s.h.**

ASSISTANT PROFESSOR HOPKINS

**152. Comparative Physiology.**—The primary functions of animals of all groups and a more detailed study of the physiological processes in mammals. **4 s.h.**

PROFESSOR HALL

Prerequisite, one year of Zoölogy.

**181. Animal Micrology.**—The technique of preparing normal sections of the various types of tissue. **4 s.h.** PROFESSOR CUNNINGHAM

**191. General Embryology.**—The fundamental principles of embryology, especially in the frog and the chick, with some work on the mammal. **4 s.h.** PROFESSOR CUNNINGHAM

**221. Entomology.**—The taxonomy, morphology, and physiology of insects, their theoretic and economic aspects. For students who have had at least one year of Zoölogy. *Offered in even years.* **4 s.h.** ASSISTANT PROFESSOR HOPKINS

**231. Protozoölogy.**—A study of the taxonomy, morphology, and physiology of unicellular organisms. For students who have had at least one year of Zoölogy. *Offered in alternate years.* **4 s.h.** ASSISTANT PROFESSOR HOPKINS

**261. Animal Parasites.**—A consideration of animal parasites with particular emphasis upon those infesting man. Of particular interest to students preparing for medicine or public health work. **4 s.h.** PROFESSOR PEARSE

Prerequisite, Zoölogy 1-2.

COURSES PRIMARILY FOR GRADUATES, BUT OPEN TO SENIORS  
WITH ADEQUATE TRAINING

**272. Ecology.**—Natural history of animals—relations to environment. Assigned readings, lectures, reports, conferences. For students who have had at least one year of Zoölogy. *Offered in odd years.* **2 s.h.** PROFESSOR PEARSE

**201. Animal Behavior.**—The development of mind in animals. Assigned readings, lectures, reports, conferences. *Offered in even years.* **2 s.h.** PROFESSOR PEARSE

**228. Endocrinology.**—This course includes the structure, physiology, and embryology of the endocrine glands. The work consists of lectures and reading assignments and reports. **2 s.h.** PROFESSOR CUNNINGHAM

**232. Advanced Protozoölogy.**—Lectures and conferences, on the recent developments in the field of Protozoölogy. In the laboratory an individual problem will be undertaken by each student. The prerequisites for the course are (1) a definite and feasible problem, and (2) the proper training for carrying out this problem. **4 s.h.** ASSISTANT PROFESSOR HOPKINS

**219-220. Research.**—Students who have had proper training may carry on research under the direction of members of the faculty. STAFF

**262. Advanced Parasitology.**—Lectures, conferences, and readings dealing with practical and theoretical matters relating to animal parasites. Laboratory work on special problems may be taken in connection with this course by registering for Course 219-220. *Offered in odd years.* **2 s.h.** PROFESSOR PEARSE



**274. Advanced Ecology.**—Readings, conferences, and reports; directed work in field or laboratory. *Offered in even years. 2 or more s.h.*

PROFESSOR PEARSE

**292. Experimental Embryology.**—Lectures, assigned readings, and reports. In the laboratory a study is made of the effects of environment on various forms of animals, including the frog, chick, and mammal. Students electing laboratory work in connection with this course should register for Zoölogy 219-220. **2 s.h.**

PROFESSOR CUNNINGHAM

[Not offered in 1930-31]

#### HYGIENE AND HEREDITY

**8. Hygiene.**—This course is open to students of all four years without preliminary requirements. The chief topics for discussion are: human anatomy and physiology; personal hygiene; nutrition; deficiency, bacterial, and protozoal diseases. **2 s.h.**

PROFESSOR McDUGAL, DR. PEARSE, AND DR. DAVISON

**107. Heredity and Eugenics.**—A non-technical presentation of the biological principles involved in heredity. This course does not give science credit. **3 s.h.**

PROFESSOR CUNNINGHAM

#### DEPARTMENT OF CHEMISTRY

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW, DR. HAUSER, DR. BOLICH, MR. SAYLOR, AND MESSRS. ELMORE, FORD, GILLESPIE, JENKINS, METLER, AND PRIEPKE

The courses in the department are planned with the following objects in view: (1) to give students taking chemistry as a required science a thorough knowledge of the elementary principles of the science by studying in the laboratory the more important elements and compounds which have industrial and domestic uses and by surveying briefly the chemical and economic significance of the more important industrial processes; (2) to make provision for the necessary chemical training of scientific and professional students by offering thorough, intensive work in analytical, organic, and physical chemistry; (3) to provide for those students specializing in chemistry as prospective chemists, teachers, or chemical engineers comprehensive training in higher courses, together with the opportunity to engage in investigations both of an industrial and of a pure-science nature and (for teachers) to do practice teaching.

A major in chemistry in Group I consists of twenty-four semester-hours distributed as follows: courses 21, 30, 151-152, 261-262, totaling twenty semester-hours, and four semester-hours chosen from the following courses: 231, 232, 240, 241, 253-254, 270, 215-216.

*Unless otherwise specified, odd-numbered courses are offered in the first semester, even-numbered in the second.*

**1-2. General Inorganic Chemistry.**—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. One lecture, two recitations, and three laboratory hours, throughout the year. **8 s.h.**

PROFESSOR WILSON WITH PROFESSOR GROSS, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW, DR. HAUSER, DR. BOLICH, MR. SAYLOR, AND MESSRS. ELMORE, GILLESPIE, AND PRIEPKE

**41. Household Chemistry.**—A course dealing with materials used chiefly in the home. It is open to students who have passed Chemistry 1-2 or who have had elementary chemistry accepted for entrance credit. Two recitations and three laboratory hours. **3 s.h.** PROFESSOR WILSON

**21. Qualitative Analysis.**—A study of the reactions of acids, bases, and salts in solution as applied to the qualitative analysis of mixtures of inorganic compounds of the more familiar elements. Two lectures and six laboratory hours. Each laboratory section is limited to a maximum of 23 students. **4 s.h.** ASSISTANT PROFESSOR VOSBURGH, DR. HAUSER, AND MESSRS. FORD AND METLER

Prerequisites, Chemistry 1-2 and college algebra.

**30. Quantitative Analysis.**—A number of representative analyses are carried out in the laboratory and the underlying theory is taken up in the lectures. Two lectures and six laboratory hours. Each laboratory section is limited to a maximum of 23 students. **4 s.h.**

ASSISTANT PROFESSOR VOSBURGH, DR. HAUSER, AND MESSRS. FORD AND METLER

Prerequisite, Chemistry 21. Analytic geometry and college physics are desirable but not required.

**151-152. Organic Chemistry.**—An introduction to the study of the compounds of carbon. Both the aliphatic and the aromatic series will be dealt with, and the lectures illustrated by selected laboratory experiments. Two lectures, one recitation and three laboratory hours, throughout the year. **8 s.h.**

ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

Prerequisites, Chemistry 21 and 30 unless specifically excused by the Department.

**261-262. Physical and Electro Chemistry.**—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours throughout the year. **6 s.h.**

Prerequisites, Chemistry 30, 151-152, college physics, and college algebra. Calculus is desirable but is not required.

**215-216. Advanced Inorganic Chemistry.**—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Two recitations and three laboratory hours throughout the year. **6 s.h.**

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 1-2, 21, 30. Chemistry 261-262 and advanced physics are desirable.

**231. Advanced Quantitative Analysis.**—A continuation of Course 30, involving some of the more difficult analytical methods. One recitation and six laboratory hours. **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

Prerequisite, Chemistry 30. Chemistry 261-262 is desirable.

**232. Instrumental Analysis.**—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours for one semester. **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 30, 261-262, and 231. Laboratory physics is desirable.

**260. Colloid Chemistry.**—An introductory study of the colloidal state of matter. Two recitations and three laboratory hours for one semester. *Semester to be arranged with the Department.* **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 151-152 and 261-262. Calculus, Chemical Thermodynamics, and advanced physics are desirable.

**240. Food and Nutrition.**—This course naturally follows course 41 and may be taken by persons passing that course or those who have taken or are taking course 151-152. Two recitations and three laboratory hours. **3 s.h.**

PROFESSOR WILSON

**241. Physiological Chemistry.**—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Two recitations and six laboratory hours. **4 s.h.**

PROFESSOR WILSON

Prerequisites, Chemistry 30 and 151-152. Course 261-262 is desirable though not required.

**244. Metabolism.**—Open to students who have completed course 242 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without the lectures may be taken by students who have passed Chemistry 241. In this case only two semester-hours credit will be given. Two recitations and six laboratory hours. **4 s.h.**

PROFESSOR WILSON

**251-252. Intermediate Organic Chemistry.**—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 253-254 or research, and to meet the minor requirements of graduate students in other departments. Three recitations. **3 s.h.**

ASSISTANT PROFESSOR BIGELOW

**253-254. Advanced Organic Chemistry.**—A continuation of Chemistry 151-152, including discussion of the theories of organic chemistry. The laboratory work will include preparations of the more difficult type, requiring reference to the original literature. One lecture and nine laboratory hours. **8 s.h.**

ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

Prerequisites, Chemistry 151-152 or equivalent and a reading knowledge of German.

**256. Organic Analysis.**—The elements of organic qualitative and quantitative analysis, primarily for students taking organic research. Nine laboratory hours. *One semester to be arranged with the Department.*

**3 s.h.** ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

Prerequisite, Chemistry 151-152 or equivalent.

**280. Teaching of Chemistry.**—Members of this course spend from 3 to 6 hours a week in laboratory instruction, each having supervision of about 24 students. The members of the course also meet one hour a week for lecture, conference, or recitation. In addition to the above hours, they prepare the regular work of the course in which they are supervising, correct laboratory notebooks, and do the reference reading and study necessary for the conference hour. *One semester to be arranged with the Department.* **2 or 3 s.h.**

PROFESSOR WILSON

(The amount of credit depends on whether 3 or 6 hours are spent in the laboratory in addition to the conference hour.)

**271. Introduction to Research.**—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. **1 s.h.**

PROFESSORS GROSS AND WILSON, ASSISTANT

PROFESSORS VOSBURGH AND BIGELOW

**273-274. Research.**—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week, laboratory and conferences. **3 or 6 s.h.**

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS

VOSBURGH AND BIGELOW, AND DR. HAUSER

Students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to seniors who have had courses 30, 151-152, and 261-262.

**275-276. Seminar.**—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. One hour a week discussion. **2 s.h.**

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS

VOSBURGH AND BIGELOW, AND DR. HAUSER

## DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

PROFESSORS GLASSON, COTTON, HOOVER,\* WILSON, AND HAMILTON,\* ASSO-  
CIATE PROFESSOR RANKIN, ASSISTANT PROFESSORS LANDON, GRAY,  
ROBERTS, AND TOWE, AND MESSRS. SHIELDS, HARVILL, RATCH-  
FORD, SIMPSON, SMITH, ASHBURN, HAGAN, SHARKEY,  
AND WHITMAN

This department offers instruction in general economics, business administration, and political science. The general course in economics affords a survey of the whole field of economic thought and lays the foundation for specialized study in various branches of the subject. Advanced courses are offered in theoretical and applied economics.

A special group of studies is provided for candidates for the bachelor of arts degree who are definitely looking forward to a business career at the conclusion of their college course. This group is described as Group II in "Business Administration" in this catalogue. While Group II is mainly composed of liberal rather than technical studies, it gives opportunity in the junior and senior years for specialized study in such subjects as money and banking, public and corporation finance, investments, railroad and water transportation, marketing, insurance, industrial management, accounting, and business statistics.

In political science, the department offers courses which deal with the nature, origin, and functions of the state and which give detailed consideration to the political institutions of the United States, England, and other countries. Courses are also offered in political theory, international government and relations, state government, and city and county government.

*Unless otherwise specified, courses are offered throughout the year.*

## ECONOMICS AND BUSINESS ADMINISTRATION

## PRIMARILY FOR FRESHMEN

**A. Description of Modern Industry; Economic Geography.**—This course aims to furnish beginners with a background of information preparatory to the study of general economics. It is required of Freshmen in the Business Administration Group and is open to Freshmen in some of the other groups. **6 s.h.** ASSISTANT PROFESSOR LANDON

## FOR SOPHOMORES AND JUNIORS

**1. Principles of Economics.**—This course must be taken by all students planning to elect further courses in economics and business administration. **6 s.h.** PROFESSORS HOOVER AND HAMILTON, AND ASSISTANT

PROFESSORS ROBERTS, GRAY, AND LANDON, AND  
MESSRS. HARVILL AND SMITH

## FOR JUNIORS

**115. Economic Geography; Teachers' Course.**—*This course is not open to students who have received credit for Economics A.* Recommended for

\* Absent on leave, 1929-30.



all students in Teaching Group, Class C. An introductory study of the relations existing between geographic conditions and the various types of activity by means of which man gains a living. An intensive study of North America. *First semester. 3 s.h.* ASSISTANT PROFESSOR LANDON

**116. Economic Geography and Industrial Organization.**—*This course is not open to students who have received credit for Economics A.* Recommended for all students in Teaching Group, Class C. An intensive study of major industries as affected by geographic environment. Prerequisite, course 115. *Second semester. 3 s.h.* ASSISTANT PROFESSOR LANDON

#### FOR JUNIORS AND SENIORS

[Note: The attention of students who are taking, or who propose to take, courses 104, 144, 105, 158 is called to Mathematics 21, "Mathematics of Investment." This course is recommended as an elective for Sophomores or Juniors.]

**104. Corporation Finance.**—A study of the growth of corporations, their organization and securities; methods of financing; problems connected with the management of capital and the distribution of earnings; the promotion and financing of corporate consolidations; corporate insolvency and reorganization. *First semester. 3 s.h.* MR. RATCHFORD  
Prerequisite, course 1.

**144. Investment and Speculation.**—The accumulation of capital. The different types of investment securities. Investment banking. The stock exchange and its functions. Taxation of investments. Analysis of investments. *Second semester. 3 s.h.* MR. RATCHFORD  
Prerequisite, course 1.

**105. Industrial Management and Business Forecasting.**—The general idea of costs and the different classes of costs. The business cycle and forecasting business conditions; the control of an industry in the business cycle. The Harvard Index of General Business Conditions and the Babson and Brookmire economic and statistical services are used and reported on by the students. *First semester. 3 s.h.* PROFESSOR COTTON

**158. Insurance.**—Introduction to actuarial science. A general course dealing with life, fire, health, and accident insurance; employer's liability; workmen's compensation; credit and automobile insurance; and also with bonding companies. Insurance accounting. This course is designed to give a knowledge of the chief principles and practices of insurance. A standard textbook is used. *Second semester. 3 s.h.*

PROFESSOR COTTON

**106. Railway, Ocean, and Inland Waterway Transportation.**—History of the development of railways in the United States. Railway organization and finance; traffic management; federal and state regulation of railroads; the present status of the railroad problem. Inland water trans-



portation. Ocean transportation. Collateral reading and the preparation of term papers are required. **3 s.h.**  
 [Not offered in 1930-31] MR. HARVILL

**168. Marketing Problems.**—This course is designed to study the marketing of staple crops such as cotton and wheat. It also deals with the coöperative marketing of a variety of commodities. Particular attention is given to the marketing of the cotton crop. A study is made of the methods of trading and functions of the New York, New Orleans, and Liverpool Cotton Exchanges. Collateral reading and the preparation of term papers are required. **3 s.h.**  
 [Not offered in 1930-31] MR. HARVILL

#### FOR SENIORS AND GRADUATES

**203. Money and Banking.**—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. *First semester. 3 s.h.*

PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.

**235. Public Finance.**—This course deals with public expenditures, public revenues, public debts, and financial administration. *Second semester. 3 s.h.*

PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.

**237. American Federal Finance.**—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public debt administration, and budgetary procedure. *First semester. 3 s.h.*

ASSISTANT PROFESSOR GRAY

[By special permission, Seniors may substitute course 237 for course 235]

**238. Industrial and Financial History of the United States.**—The development of American industrial and financial institutions and their economic and ideological backgrounds. *Second semester. 3 s.h.*

ASSISTANT PROFESSOR GRAY

[By special permission, Seniors may substitute course 238 for course 203]

**239. Statistical Methods.**—Statistical analysis as a tool in investigation; its limitations, and the interpretation of statistical results. Methods especially applicable to economic data are given most attention. Two hours lecture and one laboratory period. *First semester. 3 s.h.*

[Not offered in 1930-31]

ASSISTANT PROFESSOR GRAY

**240. Statistical Analysis of Time Series.**—A study of so-called business "cycles" and "barometers" and the analysis of other periodic economic

phenomena. Prerequisite, course 239. Two hours lecture and one laboratory period. *Second semester. 3 s.h.*

[Not offered in 1930-31]

ASSISTANT PROFESSOR GRAY

**254. Trade Unionism and Labor Problems.**—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and the United States. The structure, methods, and policies of modern unions. *First semester. 3 s.h.*

PROFESSOR COTTON

[By special permission, Seniors may substitute course 254 for course 106]

**255. Industrial Relations.**—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Course 254 is a prerequisite for this course. *Second semester. 3 s.h.*

PROFESSOR COTTON

[By special permission, Seniors may substitute course 255 for course 168]

**265. International Trade.**—An analysis of the theoretical principles underlying international trade together with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England down to 1914. *First semester. 3 s.h.*

ASSISTANT PROFESSOR ROBERTS

**266. Foreign Trade and Recent Commercial Policy.**—A study of the influence on foreign trade of post-war protectionism, war debts, international capital movements, and inconvertible paper money. Practical problems in buying and selling abroad. Special attention given to Latin America. *Second semester. 3 s.h.*

ASSISTANT PROFESSOR ROBERTS

**214. Economic Systems.**—A study of alternative economic systems. In addition to an analysis of communism, anarchism and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. *First semester. 3 s.h.*

PROFESSOR HOOVER

**215. Economic Functions of the State.**—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. *Second semester. 3 s.h.*

PROFESSOR HOOVER

#### FOR GRADUATES AND SENIORS BY SPECIAL PERMISSION

**210. History of Political Economy.**—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. *6 s.h.*

ASSISTANT PROFESSOR ROBERTS

**212. Value and Distribution.**—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. **4 s.h.**

PROFESSOR HOOVER\* AND ASSISTANT PROFESSOR ROBERTS

**349. Research in Corporation Organization and Finance.**—Open to graduate students and, by special permission, to Seniors who have completed creditably courses 104 and 144. *Second semester. 2 s.h.*

PROFESSOR GLASSON

#### ACCOUNTANCY AND BUSINESS LAW

##### FOR SOPHOMORES

**7. First-Year Accounting.**—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. **6 s.h.**

PROFESSOR COTTON AND MESSRS. SHIELDS AND WHITMAN

##### FOR JUNIORS AND SENIORS

**72. Second-Year Accounting.**—Advanced theory applied to the accounting process. Open to students who have completed Accounting 7. **6 s.h.**

MR. SHIELDS

[Students specializing in Accounting may substitute this course for courses 105 and 158]

##### FOR SENIORS

**173. Auditing.**—Theory and practice of balance sheet and detailed audits and special investigations. Students admitted to the course by permission of the instructor. *First semester. 3 s.h.*

MR. SHIELDS

**174. C. P. A. Problems.**—Practical accounting problems, auditing, analysis and theory of accounts in preparation for the Certified Public Accountant examination. Students admitted to the course by permission of the instructor. *Second semester. 3 s.h.*

MR. SHIELDS

**176. Income Tax Accounting.**—A study of federal and state income tax laws; problems in the preparation of tax returns and claims for refund. *First semester. 3 s.h.*

MR. SHIELDS

**177. Modern Accounting Systems.**—Systems and the forms for recording data of basic manufacturing industries, banks, building and loan associations, estates, and municipalities. Special attention will be paid to budgetary accounting. *Second semester. 3 s.h.*

MR. SHIELDS

**178. Business Law.**—The fundamental principles of law as applied to common business transactions. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corpor-

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\* Absent on leave, 1929-30.

ations, and bankruptcy. Textbook: Bays, *Business Law*. Casebook: Bays, *Cases on Commercial Law*. Required of Seniors in the Business Administration group. 6 s.h. ASSISTANT PROFESSOR TOWE

## FOR SENIORS AND GRADUATES

**275. Advanced Industrial Accounting and Management.**—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost accounting is worked by each student during the course. 6 s.h. PROFESSOR COTTON

Courses 105 and 7 are ordinarily prerequisites for this course.

## POLITICAL SCIENCE

## FOR JUNIORS

**102. American Government and Politics.**—A brief preliminary study of political organization in general is followed by a more detailed study of the American political system. The subject matter includes the several departments of the national government, the structure and functions of state governments in the United States, and the political organization of smaller areas in America. 6 s.h.

PROFESSOR WILSON, ASSOCIATE PROFESSOR  
RANKIN, AND MR. SIMPSON

Course 102, which may be taken whether or not course 1 has been taken, is ordinarily prerequisite for any other course in political science; students who have not had this course or its equivalent, may be admitted to other courses in political science by approval of the individual instructors concerned.

## FOR SENIORS AND GRADUATES

**228. American Political Institutions.**—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. 3 s.h.

ASSOCIATE PROFESSOR RANKIN

[Not offered in 1930-31]

**225. American Political Parties and Practical Politics.**—A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. *First semester.* 3 s.h.

ASSOCIATE PROFESSOR RANKIN

**226. Parliamentary Government.**—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. *Second semester.* 3 s.h.

ASSOCIATE PROFESSOR RANKIN

**208. American Constitutional Law and Theory.**—Attention is given to leading constitutional principles of American government, as developed through judicial interpretation. Emphasis is placed upon problems of current importance. Lectures, reading of cases, assigned legal problems. *First semester.* 3 s.h.

PROFESSOR WILSON

**264. Railroad Regulation in the United States.**—A brief consideration of the general problem of governmental regulation of railroads is followed by a more intensive study of the powers and activities of regulatory bodies, state and federal. The latter part of the course deals with an analysis of the Transportation Act of 1920 and its administration up to the present time. *Second semester. 3 s.h.* PROFESSOR WILSON

**209. State Government in the United States.**—The subject-matter covers the historical development of government in the states of the Union, the present political organization, and relations between state and federal government. *First semester. 3 s.h.* ASSOCIATE PROFESSOR RANKIN

**294. City and County Government.**—A study of the general problems of city government in the United States and in Europe. The latter part of the course is devoted to a study of county government in the United States, with particular reference to North Carolina. *Second semester. 3 s.h.* ASSOCIATE PROFESSOR RANKIN

**223. Political Thought to the Seventeenth Century.**—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, special emphasis is placed upon the development of important concepts in political theory. *First semester. 3 s.h.*

PROFESSOR WILSON

[Not offered in 1930-31]

**224. Modern Political Theory.**—The political theories of Hobbes, Locke, Rousseau, Montesquieu, Harrington, Burke, and John Stuart Mill are studied with particular reference to their influence upon American political thought. The latter part of the course deals with socialism and the modern idea of the state. *Second semester. 3 s.h.* PROFESSOR WILSON

[Not offered in 1930-31]

**227. International Law and International Organization.**—Elements of international law and the application of principles through recent judicial interpretation and in international negotiations. Particular attention is given to the manner in which the law has been interpreted and applied by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. *6 s.h.*

PROFESSOR WILSON

## DEPARTMENT OF EDUCATION

PROFESSORS HOLTON, PROCTOR, AND CHILDS, VISITING PROFESSOR TROTH, ASSOCIATE PROFESSOR CARR, ASSISTANT PROFESSOR DIMMITT, AND MRS.

SMITH, MR. MAJOR, MR. GODARD, MR. MCEWEN, MISS GRAY,

AND MISS SOUTHERLAND

The purposes of the Department of Education are (1) to develop greater appreciation of the value of the school as an institution; (2) to impart a knowledge of educational principles and methods of teaching; (3) to acquaint the student with the status of elementary and secondary



education of the present day and to equip him for service in these fields as superintendent, supervisor, principal, or teacher; (4) to make a careful study of educational conditions and needs in North Carolina and in the South.

Courses in the department are designed for three groups of students: (1) students with teaching experience or others who have definitely chosen teaching as their life work; (2) Juniors and Seniors who desire to study the school as an outstanding social institution; and (3) teachers whose work will permit them to enroll in Saturday and afternoon classes.

Students who do not expect to teach but merely desire an understanding of the school as part of a liberal education are advised to elect such courses as 54 and 105 for their introductory work in the department and then to elect further work in accordance with their special interests. Students who expect to engage in the various phases of teaching should plan their courses in accordance with the general regulations for Group V as outlined in this catalogue, p. 41.

#### FOR FRESHMEN

**O. Orientation Course in Study and Study Habits.**—A course for freshmen whose high school and other records indicate the need of help in working out a satisfactory method of study. The factors of study, the use of text-books, note-taking from lectures and parallel readings, and applications of the factors of study to the daily problems of the student are among the matters considered. *Either semester. 3 s.h.*

PROFESSOR PROCTOR, ASSISTANT PROFESSOR DIMMITT,  
MESSRS. MAJOR AND GODARD

#### FOR FRESHMEN AND SOPHOMORES

**8. The Learning Process.**—A course in elementary educational psychology, required of all freshmen and sophomores entering Group V. *Either semester. 3 s.h.*

PROFESSOR CHILDS AND ASSISTANT PROFESSOR DIMMITT

#### FOR SOPHOMORES WHO HAVE HAD COURSE 8, AND FOR JUNIORS

**10. Introduction to Teaching.**—A survey of the work of the teacher intended to assist the pupil in choosing intelligently some field of teaching work for future specialization. Topics: qualification and training of teachers, nature and aims of education, nature and purpose of public school curricula, nature of subject-matter and its relation to pupil activity, modern classroom procedure in teaching. *Either semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR

#### FOR SOPHOMORES WHO HAVE HAD COURSE 10 AND FOR JUNIORS

**54. Introductory Course in the History of Education.**—A study of the types of educational systems and institutions evolved in western Europe and the United States as an introduction to current educational problems. *Either semester. 3 s.h.*

PROFESSOR HOLTON, VISITING PROFESSOR  
TROTH, AND MR. McEWEN



**105. Introduction to Educational Sociology.**—A study of social forces, processes, and values as affecting education, and the interaction of school and community. *Either semester. 3 s.h.*

PROFESSOR CHILDS AND MR. McEWEN

FOR JUNIORS

**103. School Organization and Administration for the Classroom Teacher.**—A study of the problems of school organization, control, and administration as they arise in the work of the classroom teacher. *Either semester. 3 s.h.*

VISITING PROFESSOR TROTH

**118. Educational Implications of Genetic Psychology.**—A course tracing the development of the individual through the stages of growth and learning, with emphasis upon early and later childhood, the development of such behavior patterns as play, language, etc., the process of socialization and similar material of especial significance to teachers in the elementary schools. *First semester. 3 s.h.*

PROFESSOR BROWNELL

FOR JUNIORS AND SENIORS

**102. Methods of Teaching and Presentation of Subject-Matter in the Primary School.**—A study of materials and methods in the mother-tongue, writing, and number in the primary grades. A minimum of fifteen laboratory periods of observation and practice-teaching. *First semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR AND MISS GRAY

**112. Methods of Teaching and Presentation of Subject-Matter in the Primary School.**—A study of materials and methods in the primary subjects other than language, reading, writing, and arithmetic. A minimum of fifteen laboratory periods of observation and practice-teaching. *Second semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR AND MISS GRAY

**107. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.**—A study of materials and methods in the language, reading, and arithmetic of the grammar grades. A minimum of fifteen laboratory periods of observation and practice-teaching. *First semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR AND MISS SOUTHERLAND

**117. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.**—A study of materials and methods in the grammar grade subjects other than language, reading, and arithmetic. A minimum of fifteen laboratory periods of observation and practice-teaching. *Second semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR AND MISS SOUTHERLAND

**106. Principles of Secondary Education.**—A study of the nature and scope of secondary education, emphasizing an introduction to the professional literature in the field. *Either semester. 3 s.h.*

PROFESSOR CHILDS

**108. Mental Tests and Applications.**—A study of the development of intelligence testing, the conception of general intelligence, and various recent applications of mental tests. *First semester. 3 s.h.*

ASSISTANT PROFESSOR DIMMITT

**109. Educational Measurements.**—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. *3 s.h.*

ASSISTANT PROFESSOR DIMMITT

[Not offered in 1930-31]

FOR SENIORS

**116. General Methods in the High School: Observation and Practice Teaching.**—A required course in Group V, Class B, open only to Seniors who have completed or are carrying course 106. *Either semester. 3 s.h.*

VISITING PROFESSOR TROTH AND MR. McEWEN

**126. The Teaching of Physical Education.**—Identical with Physical Education 102. The course counts as half-credit in the Department of Education for students who have had or are carrying Education 106 or 116 or other approved course in secondary education. *Second semester.*

MISS GROUT

FOR SENIORS AND GRADUATES

**207. Technique of Teaching.**—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite: teaching experience or six semester-hours of work in materials and methods. *First semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR

**209. Statistical Methods Applied to Education.**—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. *Second semester. 3 s.h.*

ASSISTANT PROFESSOR DIMMITT

**206. Psychological Principles of Secondary Education.**—A study of adolescence and the psychology of learning as applied to teaching the principal high school subjects. *3 s.h.*

PROFESSOR CHILDS AND VISITING PROFESSOR TROTH

[Not offered in 1930-31]

**200. Introduction to the Philosophy of Education.**—A consideration of fundamental concepts underlying educational theory. *First semester. 3 s.h.*

PROFESSOR HOLTON

[Not offered in 1930-31]

**212. The Curriculum and Materials of the Elementary Grades.**—A study of curriculum problems in the elementary school. *First semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR

[Not offered in 1930-31]

**253. Legal Phases of School Administration.**—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. *Second semester. 3 s.h.* PROFESSOR HOLTON

**244. Studies in the Historical Development of Public School Administration.**—An advanced course devoted to the development of public school administration in the South, with especial reference to North Carolina as a type. *First semester. 3 s.h.* PROFESSOR HOLTON  
[Not offered in 1930-31]

**214. History of Education in the United States.**—A study of the development of the American public school and the interaction of higher education and the public school. *First semester. 3 s.h.* PROFESSOR HOLTON

**205. Sociological Foundations of the Secondary School Subjects.**—A consideration of the aims and objectives of secondary school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite: six semester-hours in education, including course 105. *First semester. 3 s.h.* PROFESSOR CHILDS

**215. Principles of Vocational Guidance.**—A study of the objectives and underlying principles of vocational education, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite: six semester-hours in educational sociology, preferably courses 105 and 205. *Second semester. 3 s.h.* PROFESSOR CHILDS

[Not offered in 1930-31]

**17<sup>d</sup>. The Social and Economic Position of Women.**—A course in vocational guidance for women that counts as a general elective, but not as part of either a major or minor in Education or toward a North Carolina state teacher's certificate. The purpose of the course is to give the historical background of the changing social and economic position of women, the contributions made by outstanding women, and the vocational opportunities open to women. *Second semester. 2 s.h.* MRS. SMITH

**225. Rural Sociology.**—A study of rural life with emphasis upon the social and economic forces which apply to the life of the rural community. *Second semester. 3 s.h.* PROFESSOR CHILDS  
[Not offered in 1930-31]

**235. Principles of Vocational Education.**—A study of the social basis for vocational education; a brief review of the developments in the field up to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. *Second semester. 3 s.h.* PROFESSOR CHILDS

**213. Secondary School Organization and Administration.**—A study of the outstanding problems of secondary school organization and administration other than the problem of gradation and classification of pupils. *Second semester. 3 s.h.* PROFESSOR PROCTOR

**226. The Teaching of High School History.**—Identical with History 212. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. **6 s.h.**

ASSOCIATE PROFESSOR SHRYOCK

**246. The Teaching of Mathematics.**—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *Second semester. 3 s.h.*

PROFESSOR RANKIN

**219. Experimental Education.**—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. **3 s.h.**

PROFESSOR \_\_\_\_\_

[Not offered in 1930-31]

**222. Methods of Teaching and Supervising the Fundamental Subjects.**—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. *Second semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR

[Not offered in 1930-31]

**224. Current Problems in Public Education as Revealed Through School Surveys.**—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. *First semester. 3 s.h.*

PROFESSOR HOLTON

[Not offered in 1930-31]

**254. History of Secondary Education in the United States.**—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. *First semester. 3 s.h.*

PROFESSOR PROCTOR

[Not offered in 1930-31]

**228. Psychology of Learning.**—A study of different types of learning, the principles which underlie successful guidance of learning, methods and conditions of learning, individual differences, etc. Constant reference to experimental literature. *First semester. 3 s.h.*

ASSISTANT PROFESSOR DIMMITT

**232. Elementary School Supervision.**—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. *Second semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR

**233. Administrative Pupil Accounting.**—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. *First semester. 3 s.h.* PROFESSOR PROCTOR

**234. Recent Movements in American Education.**—An intensive study of educational thought and practice since 1900. *First semester. 3 s.h.* PROFESSOR HOLTON

[Not offered in 1930-31]

FOR TEACHERS IN SERVICE AND FOR OTHER STUDENTS BY PERMISSION

Teachers are referred to such courses listed for Seniors and Graduates on this page and preceding pages, as may be scheduled for late afternoon hours and Saturday periods. Graduate teachers will find other courses in the graduate section of the annual catalogue and in the graduate bulletin. Undergraduate courses are offered when there is sufficient demand from teachers in the elementary schools.

## DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING

ASBURY BUILDING

PROFESSORS BIRD, HALL, AND MR. ———

*With the exception of course 10, odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

### DRAWING

**1-2. Engineering Drawing.**—Orthographic projection, lettering, pictorial representation, intersections, and developments. **4 s.h.**

MESSRS. BIRD AND MR. ———

**3. Descriptive Geometry.**—Problems relating to point, line, plane, solid. Prerequisite, course 1-2. **2 s.h.** MR. ———

### MECHANICS

**6. Mechanics.**—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, momentum. Prerequisite, Mathematics 25. **4 s.h.**

MR. BIRD

**107. Hydraulics.**—Hydrostatics; flow of water through orifices, weirs, pipes, and open channels; general principles of water wheels and turbines. Prerequisite, course 6. **4 s.h.** MR. HALL

**108. Strength of Materials.**—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses; etc. Prerequisite, course 6. **3 s.h.** MR. BIRD



**109. Materials of Engineering.**—Study and testing of materials. One class and one three-hour laboratory period weekly. **2 s.h.** MR. BIRD

#### CIVIL ENGINEERING

**10. Plane Surveying.**—Exercise in use of chain, tape, compass, level, transit, and plane-table; surveys and resurveys. Eight hours a day, three weeks. *Summer school.* **3 s.h.** MESSRS. BIRD AND HALL  
[For fee for this course, see bulletin of the Summer School.]

**11. Plane Surveying.**—Care and adjustment of instruments, differential and profile leveling, use of sextant, transit surveys. Prerequisite, 10. **2 s.h.** MR. HALL

**112. Curves and Earthwork.**—Simple, compound, and easement curves, earthwork computations, and mass diagrams as applied to highway work; observations on Sun and polars for latitude, time, and azimuth. **3 s.h.** MR. HALL

**114. Advanced Surveying.**—Field work in connection with course 112. Slope staking, earthwork, simple and compound curves; determination of meridian by observations on Polaris and Sun. Concurrent with course 112. **3 s.h.** MR. HALL

**115. Highway Engineering.**—Location, construction, and maintenance of roads and pavements; dust prevention; road economics. **2 s.h.** MR. HALL

**116. Highway Engineering.**—Testing of cement, sand, stone, gravel, and bituminous materials. **2 s.h.** MR. HALL

**117. Railroad Engineering.**—Construction and maintenance of track and track-work, economics, operating conditions affecting location. **3 s.h.** MR. BIRD

**122. Hydrology.**—Factors affecting precipitation, evaporation from land and water surfaces, relation of precipitation to run-off, estimating run-off, floods and flood flows, applications of hydrology. Prerequisite, course 107. **3 s.h.** MR. HALL

**123. Public Water Supply.**—Quantity and quality of water required, hydraulics of wells, reservoirs, works for purification and distribution of water, tests and standards of purity of water for drinking purposes. Prerequisite, course 122. **2 s.h.** MR. HALL

**124. Sewerage.**—Sewerage systems, rainfall and storm water flow, size of storm and sanitary sewers, sewage disposal. Prerequisite, course 122. **2 s.h.** MR. HALL

**131. Steel Structures—Stresses.**—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges including sub-divided panels, wind bracing. Prerequisite, course 6. **3 s.h.** MR. BIRD



**132. Steel Structures—Design.**—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, courses 108, 131. 4 s.h. Mr. BIRD

**133. Reinforced Concrete.**—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, course 108. 3 s.h. Mr. BIRD

**134. Masonry Structures.**—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisites, courses 108, 133. 3 s.h. Mr. BIRD

**240. Indeterminate Structures.**—Introductory course dealing with the application of theory of least work, deflection, and rotation to indeterminate stresses. Problems are solved analytically, graphically, and by deformer. Prerequisite, course 131. 3 s.h. Mr. BIRD

#### MECHANICAL ENGINEERING

**81. Elements of Mechanism.**—A short course covering revolving and oscillating bodies, drives, transmissions, gears, gear trains, cams, linkages, and miscellaneous composite mechanisms. Prerequisite, Freshman Mathematics. 2 s.h. Mr. ———

**183-184. Elementary Thermodynamics and Heat Engines.**—Introduction to the principles and applications of thermodynamics. A study of the properties of steam and the equipment for its generation and utilization, with some time spent on the internal-combustion engine. Inspection trips are made to neighboring power plants. Prerequisites, Physics 53-54, Mathematics 25, 30 (or concurrent). 6 s.h. Mr. ———

#### DEPARTMENT OF ELECTRICAL ENGINEERING

ASBURY BUILDING

PROFESSORS SCHEALER AND SEELEY

**151-152. Principles of Electrical Engineering.**—An elementary course covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. Prerequisites, Physics 53-54, Mathematics 25, 30 (or concurrent). 8 s.h.

Mr. SEELEY

**153. Principles of Electrical Engineering.**—A short elementary course covering the principles of direct current and alternating current machinery, especially designed for students in civil engineering. Prerequisite, Physics 53-54. 3 s.h. Mr. SCHEALER

**155. Principles of Electrical Engineering: Advanced Direct Current Machinery.**—A study of the principles which underlie the design and operation of all types of direct current machinery. Prerequisites, course 151-152, Mathematics 25, 30. 3 s.h. Mr. SCHEALER

**157. Principles of Electrical Engineering: Advanced Alternating Currents.—**

The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course 151-152, Mathematics 25, 30. **3 s.h.**

MR. SCHEALER

**154. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—**

The principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, parallel operation of alternators, polyphase and single phase induction motors, series and repulsion motors, synchronous converters, static transformers. Prerequisite, course 157. **6 s.h.**

MR. SCHEALER

**159. Electric Power Transmission.—**A course of lectures and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of transmission line problems. Concurrent with course 157. Prerequisite, course 151-152. **3 s.h.**

MR. SCHEALER

**156. Electric Railways.—**A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Prerequisites, courses 151-152, 155. **3 s.h.**

MR. SCHEALER

**161-162. High Frequency Alternating Currents.—**An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum tube circuits, wire and wireless telephone circuits. Prerequisite, Mathematics 231. **6 s.h.**

MR. SEELEY

**158. Electric Power Stations.—**A course of lectures and recitations pertaining to the design, construction and operation of electric power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; powdered fuel and stoker equipment; switchboards; instruments and protective devices; operation and management; visits to neighboring plants. Prerequisites, courses 151-152, 183-184. **3 s.h.**

MR. SCHEALER

## DEPARTMENT OF ENGLISH

PROFESSORS BROWN, GILBERT, WHITE, BAUM, HUBBELL, GREENE,\* AND CHASE,  
ASSOCIATE PROFESSOR MITCHELL, MESSRS. JORDAN, BLACKBURN,† PATTON,  
WARD, GREGORY, AND SUGDEN, MRS. VANCE, AND MRS. WHITE

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second.*

\* Absent on leave, 1929-1930.

† Absent on leave, 1930-31.

**1-2. English Composition and English Poetry.**—During the first semester the work of the course consists chiefly of composition; during the second term it is divided between the study of literature and writing. **6 s.h.**

ASSOCIATE PROFESSOR MITCHELL, MESSRS. JORDAN, BLACKBURN, PATTON, WARD, GREGORY, AND SUGDEN, AND MRS. VANCE

Students who receive a grade of 75 or more in the work of composition of both semesters and a grade of 75 or more in the work in literature are transferred on recommendation of their instructors to sections of English 5-6 for work in English during their sophomore year. Those whose grades in the work of composition of both semesters fall between 70 and 75 are transferred for work in English during their sophomore year to sections of English 3-4. Those students who do not earn a grade of 70 in composition during the first semester are required to continue the study of composition during the second semester; if they earn the passing grade of 70 or more in the work of composition at the end of the second semester, they receive credit for the first half-year of work, and during their sophomore year they do the work of the second semester of English 1-2. Students whose grades in the work of composition for both semesters fall below 70 must repeat the entire course during their second year.

**3-4. English Composition.**—A second course in composition for Sophomores. **6 s.h.**

MR. JORDAN

Students who are required to take English 3-4 may take English 5-6 as an elective.

**5-6. Prose Literature.**—This course consists of a reading and study of selected works of the best writers of prose. Lectures are given on the lives of the authors studied, the periods of literary history, and the origin and growth of the various types of prose literature. Special emphasis is placed upon the study of biography. **6 s.h.**

PROFESSOR GREENE, MESSRS. BLACKBURN AND PATTON, AND MRS. VANCE AND MRS. WHITE

English 5-6 or 3-4 is required of all Sophomores; English 5-6 is open as an elective to all undergraduates who do not take it as a required course. Sophomores who passed English 1-2 with recommendation to sections of English 5-6 may take 3-4 as their required English in their second year and carry English 5-6 as an elective. English 5-6 or its equivalent is required of all students who do their major work in English.

**101-102. Composition.**—This is a practical course for students who desire a greater mastery of and facility in the use of the language than they get from English 1-2 and 3-4. **6 s.h.**

PROFESSOR MITCHELL

A student may take English 101 only, but only in rare instances may a student enroll in English 102 without having had English 101. Students who wish to take the other courses in composition must have credit for at least 101. Students who wish to take this course must have made a grade of 75 or more in English 1-2, or they must have credit for English 1-2 and English 3-4. The number of students in this course is limited to thirty, and all must have the consent of the instructor.

**103-104. Composition.**—This course offers further study and practice in composition to those who have done especially good work in English 1-2 and in English 3-4. **6 s.h.** PROFESSOR HUBBELL

Students who enroll for this course must have the consent of the instructor, and they should have credit for both English 101 and 102; however, a student may enroll for either semester of course 103-104 without having had English 102.

[Not offered in 1930-31]

**119. Stage Problems.**—This course deals with all phases of play-producing, lighting, scenery, costuming, directing, and similar problems. **3 s.h.** PROFESSOR ———

[Not offered in 1930-31]

**120. History of the Theatre.**—This course deals with methods of play-production in the various historical periods of dramatic literature. **3 s.h.** PROFESSOR ———

[Not offered in 1930-31]

**121. Play-Producing.**—This is a course in the actual presentation of plays. Attention is given to voice-cultivation, stage-business, and other problems. **3 s.h.** PROFESSOR ———

[Not offered in 1930-31]

**122. Special Problems in Play-Production.**—This course continues the work of English 121. Emphasis is placed on the presentation of plays representative of the various periods of dramatic history. **3 s.h.** PROFESSOR ———

[Not offered in 1930-31]

**123-124. Shakespeare.**—All of Shakespeare's plays are read; nine are studied critically in class. **6 s.h.** PROFESSOR BROWN

**125-126. English Literature, 1798-1832.**—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. **6 s.h.** MRS. WHITE

**127-128. English Literature, 1832-1900.**—This course consists of a study of the prose and poetry of the period, with special emphasis on the works of Tennyson and Browning. **6 s.h.** PROFESSORS GREENE AND CHASE

**129-130. The History of the Novel in England.**—**6 s.h.** MRS. VANCE

**131. The Drama, 1770-1892.**—**3 s.h.** PROFESSOR HUBBELL

**132. The Drama, 1892-1928.**—**3 s.h.** PROFESSOR HUBBELL

**133. Contemporary Poetry and Verse-Writing.**—Beginning with a study of the elements and technique of poetry, this course proceeds to a general survey of twentieth-century poetry, giving special attention to the various modern forms and tendencies. **3 s.h.** PROFESSOR WHITE

No student may enroll in this course without the consent of the instructor; only a small number can be admitted.

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\* Absent on leave, 1929-1930.

**134. Contemporary Poetry and Verse-Writing.**—The work of this course consists chiefly of the writing of verse by members of the class and of criticism of the manuscripts by the class. **3 s.h.** PROFESSOR WHITE  
Prerequisite, English 133.

No student may enroll for this course without the consent of the instructor; only a small number can be admitted.

**135-136. Critical Study of Literary Masterpieces.**—The first semester is devoted mainly to the essay and related forms; the second, to other types, including narrative and lyric poetry, the novel, and the short-story. **6 s.h.**  
PROFESSOR BAUM

**137-138. American Literature.**—This course consists of wide reading in American prose and poetry. **6 s.h.** PROFESSOR HUBBELL

**201-202. Anglo-Saxon.**—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of *Beowulf*. **6 s.h.**

PROFESSOR BROWN

**203-204. Chaucer.**—**6 s.h.**

PROFESSOR BAUM

**205-206. Middle English.**—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language. **6 s.h.**

PROFESSOR BAUM

Students may elect English 205-206 without having studied either Anglo-Saxon or Middle English.

[Not offered in 1930-31]

**207-208. English Literature, 1400-1550.**—**6 s.h.**

PROFESSOR BAUM

**209-210. English Romances.**—This course consists of a rapid reading of the chief romances of the Middle English period. **6 s.h.**

PROFESSOR BAUM

[Not offered in 1930-31]

**211. English Literature, 1550-1625.**—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. **3 s.h.**

PROFESSOR GILBERT

**212. English Literature, 1625-1660.**—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. **3 s.h.**

PROFESSOR GILBERT

**213-214. The Ballad and Other Folk-Lore.**—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. **6 s.h.**

PROFESSOR BROWN



**215-216. The Drama of the Elizabethan Period.**—A study of the drama in England from its beginnings to 1640. 6 s.h. PROFESSOR GILBERT

**217-218. Spenser and Milton.**—An exhaustive study of the works of Spenser and Milton. PROFESSOR GILBERT  
[Course 217 will be offered the second semester, 1930-31]

**219. English Literature, 1660-1744.**—3 s.h. PROFESSOR WHITE

**220. English Literature, 1744-1798.**—3 s.h. PROFESSOR WHITE

**221. The Drama in England, 1640-1770.**—3 s.h. PROFESSOR BAUM  
[Not offered in 1930-31]

**223-224. Studies in the Romantic Poets of the Early Nineteenth Century.**—This course considers in an exhaustive manner the works of some of the Romantic poets. 6 s.h. PROFESSOR WHITE

**225-226. Studies in Victorian Literature.**—This course considers in an intensive way the works of some of the most important writers of the period. 6 s.h. PROFESSORS GREENE AND CHASE

**227. Literary Criticism.**—A history of literary criticism to 1700. 3 s.h. PROFESSOR GILBERT

**228. Literary Criticism.**—A history of literary criticism from 1700 to the present. 3 s.h. PROFESSOR GILBERT

**229-230. American Literature.**—This course considers in an exhaustive manner the works of some of the American writers. 6 s.h. PROFESSOR HUBBELL

**231-232. The Teaching of Literature and Composition in the High School.**—This course is intended especially for those students who expect to teach in the high schools and for teachers in the city or county who desire instruction in the teaching of English. The work of the course includes consideration of methods and aims in the study of literature and the writing of English, the nature and values of the various kinds of literature, the planning of the high-school course, and the study of the most important English classics in the high school curriculum. 6 s.h. PROFESSOR GILBERT

This course is open also to teachers with experience.  
[Not offered in 1930-31]

#### ARGUMENTATION AND PUBLIC SPEAKING

FOR SOPHOMORES, JUNIORS, AND SENIORS

**151. Public Speaking.**—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. 3 s.h. MR. HERRING



**152. Argumentation.**—A course dealing with the principles of argumentation and debating with special emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. **3 s.h.**

MR. HERRING

## DEPARTMENT OF GERMAN

PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER, ASSISTANT  
PROFESSOR WILSON, AND DR. SHEARS

The Department of German attempts in the courses offered below to meet the needs of two classes of students, those intending to make a systematic and prolonged study of the German language and literature and those wishing to acquire a ready reading knowledge of modern German prose. The opportunity to write a great many exercises and see them carefully corrected, to take frequent dictations in German, and to hear the language spoken a part of each recitation-hour in the elementary courses ought to enable the student to understand a connected lecture in

German 1-2 and 3-4 are prerequisites for course 109-110 and all subsequent courses.

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

### FOR ALL STUDENTS

**1-2. Elementary German.**—Pronunciation, grammar, and translation; dictation, easy prose, and poetry. **6 s.h.**

PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER,  
ASSISTANT PROFESSOR WILSON, AND DR. SHEARS

**3-4. Intermediate German.**—Grammar and composition; dictation; spoken German; reading of narrative and dramatic prose. **6 s.h.**

PROFESSOR KRUMMEL, ASSISTANT PROFESSOR  
WILSON, AND DR. SHEARS

### PRIMARILY FOR STUDENTS OF SCIENCE

**107-108. Scientific German.**—The translation and, as soon as possible, the reading without translation of modern scientific prose. **6 s.h.**

PROFESSOR WANNAMAKER

### PRIMARILY FOR JUNIORS

**109-110. German Prose Fiction.**—Origin and development of the German novel; reading and discussion of typical selections from representative authors of the various literary movements of the nineteenth century. Lectures and reports. **6 s.h.**

PROFESSOR KRUMMEL

**111-112. Introduction to the Classic Drama.**—Selected plays from Lessing, Schiller, Goethe, and Kleist. **6 s.h.**  
[Not offered in 1930-31]

ASSISTANT PROFESSOR WILSON

**113. Masterpieces of German Prose.**—Brilliant, powerful prose from such geniuses as Heine, Grillparzer, and Kleist. **3 s.h.**

ASSISTANT PROFESSOR WILSON

**114. German Lyrics and Ballads.**—A study of one of the richest fields of German literature. **3 s.h.** ASSISTANT PROFESSOR WILSON

**115-116. German Drama of the Nineteenth Century.**—A study of the leading dramatists from Kleist to Hauptmann. Lectures, collateral reading, and reports. **6 s.h.** PROFESSOR KRUMMEL

[Not offered in 1930-31]

#### FOR JUNIORS AND SENIORS

**117-118. Advanced Composition: Conversation.**—Grammar-review, oral and written composition in German. Recommended for those who are specializing in German. **6 s.h.** PROFESSOR KRUMMEL

[Not offered in 1930-31]

**119-120. Great Epochs in German Literature.**—The great epochs in German literature studied through English translations. Lectures, discussions, and collateral reading. (No knowledge of German required.) **3 s.h.** if taken in only one semester. **6 s.h.** PROFESSOR VOLLMER

#### FOR SENIORS AND GRADUATES

**201-202. Goethe.**—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities. **6 s.h.** PROFESSOR KRUMMEL

**203-204. Leibnitz to Romanticism.**—Eighteenth century German literature in its relation to contemporary European philosophy. Lectures, collateral reading. **6 s.h.** PROFESSOR VOLLMER

**205-206. Middle High German.**—The language and literature of Germany's first classical period. Grammar and translation. First semester: Wright's *Middle High German Primer*, and *Der arme Heinrich*. Second semester: *Das Nibelungenlied*, *Tristan und Isolde*, or *Parzival*. **6 s.h.** PROFESSOR VOLLMER

### DEPARTMENT OF GREEK

PROFESSOR PEPPLER, ASSISTANT PROFESSOR JOHNSON,\*

AND MR. TRUESDALE

Courses 121-122, 141-142, and 131 are entirely in English and require no knowledge of the Greek language. The purpose in offering them is to give a wider circle of students some conception of the debt which modern civilization owes to the Greeks.

*Odd-numbered courses are offered in the first semester, even-numbered in the second semester.*

**1-2. Course for Beginners.**—**6 s.h.**

MR. TRUESDALE

Open to all students.

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\* During Dr. Johnson's absence in the first semester of 1929-1930 courses 1 and 3 were conducted by Mr. C. C. Jernigan.

**3-4. Xenophon.—*Anabasis*, Books I-IV. 6 s.h.**

ASSISTANT PROFESSOR JOHNSON

Open to students who offer one unit of Greek for admission and to those who have completed course 1-2.

**105-106. Homer.—*Iliad*, Books I-VI. 6 s.h.**

PROFESSOR PEPPLER

Open to students who offer two units of Greek for admission and to those who have completed courses 1-2 and 3-4 or their equivalent.

**107-108. Plato.—*Apology*, *Crito*, and selections, together with collateral reading in the *Memorabilia* of Xenophon and in the *Clouds* of Aristophanes. Euripides.—One play, to serve as an introduction to Greek tragedy. 6 s.h.**

PROFESSOR PEPPLER

Open to students who offer three units for admission and to others who have completed the required preliminary work.

**117-118. Greek Prose Composition.**—The character of this course is determined by the needs of the students who elect it. 2 s.h.

PROFESSOR PEPPLER

**121-122. Greek Literature in English Translations.**—The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. It is, however, open as an elective to all Juniors and Seniors, whether they know Greek or not. First, the *Iliad* and the *Odyssey* are read in translation and illustrated with stereopticon views of the excavations and discoveries at Troy and other cities of the Mycenaean age; then, many of the extant plays of the three great tragic poets are studied in English translations. 6 s.h.

PROFESSOR PEPPLER

The student may elect course 122, whether or not he has taken course 121.

**141-142. Greek Art.**—Illustrated lectures, study of the textbook, and other assigned reading. For the sake of historical perspective, a cursory account of art in the Stone Ages and in Egypt and Mesopotamia is given at the beginning of the course; then, some time is devoted to the art of prehistoric Greece. The principal objects of study are the sculpture and architecture of classic Greece. No knowledge of Greek is required. Open as an elective to Juniors and Seniors. 6 s.h.

ASSISTANT PROFESSOR JOHNSON

**Greek 131—Latin 132—Classical History.**—First semester: History of Greece with brief introduction dealing with Oriental nations. Second semester: History of Rome. May be counted for credit either as Greek or as Latin or as History. Required of Greek majors. 6 s.h.

PROFESSOR ANDERSON

## FOR SENIORS AND GRADUATES

**201-202. Greek Drama.**—Selected plays are read, and their dramatic construction and distinctive features are discussed. **6 s.h.**

PROFESSOR PEPPLER

**203-204. Homer.**—*Odyssey*. Pindar and Bacchylides. **6 s.h.**

PROFESSOR PEPPLER

**205-206. Greek Historians.**—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. **6 s.h.**

PROFESSOR PEPPLER

**207-208. Greek Orators.**—Selected speeches. **6 s.h.**

PROFESSOR PEPPLER

**243. Greek Archaeology.**—The topography and monuments of Athens are studied, and other matters supplementary to course 141-142 are presented. Course 243 is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Courses 105-106 (or the equivalent) and 141-142 are prerequisites. **3 s.h.**

ASSISTANT PROFESSOR JOHNSON

**244. Greek Epigraphy.**—The history of the alphabet is studied, and important inscriptions are read for their content. Prerequisite, Greek 107-108 or the equivalent. **3 s.h.**

ASSISTANT PROFESSOR JOHNSON

## DEPARTMENT OF HISTORY

PROFESSORS BOYD, LAPRADE, AND RIPPY, ASSOCIATE PROFESSORS SHRYOCK, CARROLL, AND BALDWIN, ASSISTANT PROFESSOR NELSON,† DR.

LANNING, MESSRS. MCCLOY,\* MANCHESTER, AND WOODY

The courses in history are designed (1) to give a comprehensive survey of modern European and American history; (2) to provide for a more detailed study of certain phases of English, American, and Hispanic-American development; (3) to give some knowledge of the problems and resources of the general reader and the teacher of history.

Course 1-2 is a prerequisite for all other courses, and one course in addition is required of all who wish to elect course 204; courses 9 and 91 are prerequisite for courses 113, 114, 119, 120. Sophomores who took only one semester of course 1-2 in the freshman year may be admitted to courses 9 and 91 or 16 provided they made a grade of 85 or above on the semester taken. Courses offered for Seniors and Graduates are limited to twenty-five students; Juniors may not elect them without special permission from the department and the Council on Graduate Instruction.

*Courses are offered throughout the year unless otherwise specified.*

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† Absent on leave, 1930-31.

\* Absent on leave, 1929-30.

## FOR FRESHMEN AND SOPHOMORES

**1-2. Modern and Contemporaneous Europe.**—In this course the development of modern Europe since the middle of the century is traced with special reference to the rise of nationality, the industrial revolution, scientific thought, domestic politics in the leading states, colonial expansion, diplomacy, and the World War. **6 s.h.**

ASSOCIATE PROFESSORS SHRYOCK, CARROLL, AND BALDWIN,  
ASSISTANT PROFESSOR NELSON, DR. LANNING,  
MESSRS. MCCLOY, MANCHESTER, AND WOODY

## PRIMARILY FOR SOPHOMORES AND JUNIORS

**9. Political and Social History of the United States to 1800.**—A general survey of the development of the United States in which effort is made to place the proper emphasis on underlying economic or other causes of political and social progress. Required readings in the *Yale Chronicles of America* with the presentation of book reviews and one research paper. *First semester.* **3 s.h.**

PROFESSOR RIPPY AND DR. LANNING

**91. Political and Social History of the United States, 1800 to 1860.**—This course completes the work begun in 9. *Second semester.* **3 s.h.**

PROFESSOR RIPPY AND DR. LANNING

**16. The Development of Modern Europe.**—This course is designed as a guide to the study of the forces that have produced Europe as it is today, starting with the Renaissance and the Reformation. **6 s.h.**

ASSOCIATE PROFESSOR CARROLL

This course is not open to students who take course 101-102.

## FOR JUNIORS AND SENIORS

**101-102. Western European Civilization.**—This course is a study of the development in Western Europe of the familiar institutions and culture of modern society. **6 s.h.**

ASSISTANT PROFESSOR NELSON

Sophomores who made an average grade of 85 or more on course 1-2 may also be admitted to this course. It is not open to those who have had or are taking course 16.

**113. History of the United States since 1860.**—A continuation of courses 9 and 91. The Civil War and its results, the evolution of reconstruction policies, cultural, political, and economic development since 1876, the World War, and post-bellum problems. *First semester.* **3 s.h.**

DR. LANNING

Prerequisites, courses 9 and 91.

**114. History of the United States Foreign Policy.**—This course traces the history of American Diplomacy since 1789. *Second semester.* **3 s.h.**

PROFESSOR RIPPY

Prerequisites, courses 9 and 91.



**Greek 131—Latin 132—Classical History.**—See Department of Latin and Roman Studies.

**119. Social and Economic History of the American People.**—Particular attention is given to the relationship between economic forces and such phases of social life as the family, morals and customs, immigration, crime and punishment, amusements, public opinion, and public health. **6 s.h.** ASSOCIATE PROFESSOR SHRYOCK

Prerequisites, courses 9 and 91.

**120. The Church in American History.**—Among the subjects considered are the relation of theology and church government to political theory and practice, the social and political results of the Great Awakening and of ecclesiastical controversies, the part played by the Church in the American Revolution and in the making of state constitutions, in education, westward expansion, in the reform movements of the nineteenth century, labor controversies, the Civil and World Wars, and internationalism. **6 s.h.** ASSOCIATE PROFESSOR BALDWIN

Prerequisites, courses 9 and 91.

**124. English History.**—A survey of transitions in the political institutions and social development from the Norman Conquest to the present. **6 s.h.** PROFESSOR LAPRADE

#### FOR SENIORS AND GRADUATES

**203. The Union, Confederacy, and Reconstruction.**—The subjects considered are the rise of secession, the constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. *First semester.* **3 s.h.**

PROFESSOR BOYD

[Not offered in 1930-31]

**204. English Constitutional History.**—After a brief review of the Anglo-Saxon period, a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of the British government as it exists today. **6 s.h.**

PROFESSOR LAPRADE

[Not offered in 1930-31]

**210. Constitutional History of the United States, 1763 to 1860.**—Among the subjects considered are the issues and nature of the Revolution, the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. **6 s.h.**

PROFESSOR BOYD

[Not offered in 1930-31]



**212. The Teaching of History and Civics (Education 226).**—This course consists of informal discussions, based upon collateral reading and observation work of such topics as aims, tests for values, the social-studies curriculum, class-room procedure, course and lesson planning, etc. The class is limited in numbers to fifteen, admission being made only after consultation with the instructor, preferably during the preceding spring. Only such Seniors are admitted as are thinking seriously of teaching history in the high schools, who have taken at least eighteen hours of history in college, and who expect to qualify for a North Carolina Grade A teaching certificate. These qualifications, however, do not necessarily apply to graduate students, who may be admitted upon consultation with the instructor at the beginning of the fall term. **6 s.h.**

ASSOCIATE PROFESSOR SHRYOCK

**217. Europe since 1870.**—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. **6 s.h.**

ASSOCIATE PROFESSOR CARROLL

**218. The History of the European Proletariat.**—This course is concerned chiefly with the origins, expansion, and organization of the industrial working classes of Europe. The following problems are emphasized: the decline of serfdom, the growth of an urban working class and social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. **6 s.h.**

ASSOCIATE PROFESSOR CARROLL

[Not offered in 1930-31]

**222. Early Modern History.**—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. **6 s.h.**

ASSISTANT PROFESSOR NELSON

[Not offered in 1930-31]

**223. Medieval Institutions and Culture.**—A consideration of the classical heritage, the Germanic infusion, development of ecclesiastical, feudal, monarchical and communal institutions, relations of Church and State, the rise of universities, vernacular literatures, philosophy and art, in the period 300-1300 A.D. **6 s.h.**

ASSISTANT PROFESSOR NELSON

**230. The History of North Carolina.**—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. *Second semester.* **3 s.h.**

PROFESSOR BOYD

[Not offered in 1930-31]

**231. The Hispanic-American Republics.**—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. *First semester.* **3 s.h.**

PROFESSOR RIPPY

**222. The Hispanic Colonies of the New World.**—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. *Second semester. 3 s.h.*

DR. LANNING

## DEPARTMENT OF LATIN AND ROMAN STUDIES

PROFESSORS ROSBOROUGH AND ANDERSON, ASSISTANT PROFESSOR GATES,  
AND MR. SLEDD

Students who present for entrance less than the four standard units of high school Latin may make up the deficiency by taking the requisite courses from Latin 1-2 and Latin 3-4. These courses are by no means designed to supplant the teaching of Latin in high school.

Major: a minimum of thirty semester-hours which must include Latin 11, 12, 13, 14, 15-16, 17-18, the balance to be chosen from courses numbered above 100 and including Greek 131, Latin 132. In a teaching major Latin 109 must be included. All Latin majors are strongly recommended to get at least an elementary knowledge of Greek.

*Odd-numbered courses are offered in the first semester and even-numbered courses in the second semester.*

FOR ALL STUDENTS, PRIMARILY FOR FRESHMEN AND SOPHOMORES

**1-2. Elementary Latin.**—Forms, constructions, vocabulary, English derivatives. Open to all students. Those who present only one unit of Latin for entrance must attend the course from the beginning, but will receive credit only for the second semester's work. Those who satisfy the entrance requirement in foreign language by presenting four units of languages other than Latin may count the course for college credit on completing Latin 3-4. **6 s.h.**

**3-4. Intermediate Latin.**—First semester: four orations of Cicero. Second semester: at least four book of Vergil's *Aeneid*. Prerequisite: two units of entrance Latin or Latin 1-2. Students presenting three units of Latin for entrance are strongly advised to attend the first semester, Latin 3, for review, but will receive only five semester-hours credit on completing Latin 4. **10 s.h.**

**11. Roman Comedy.**—At least three plays of Terence. Prerequisite: four units of entrance Latin or Latin 3-4. **3 s.h.**

PROFESSOR ANDERSON AND ASSISTANT PROFESSOR GATES

**12. Roman Lyric Poetry.**—The Odes and Epodes of Horace. **3 s.h.**

PROFESSOR ANDERSON AND ASSISTANT PROFESSOR GATES

**13. Catullus.**—Prerequisite: Latin 11 and 12 **3 s.h.**

PROFESSOR ROSBOROUGH

**14. Sallust and Tacitus.**—The *Agricola* and *Germania* of Tacitus with comparative study of the historical monograph as seen in the *Jugurtha* and *Catiline* of Sallust. 3 s.h. PROFESSOR ROSBOROUGH

**15-16. Latin Composition.**—Prerequisite or concurrent: Latin 11 and 12. One hour throughout the year. 2 s.h. PROFESSOR ROSBOROUGH

**17-18. Sight Reading in Mediaeval Latin.**—One period of one and one-half hours per week throughout the year. Prerequisite: Latin 11 and 12. Recommended to students of *Medieval Institutions and Culture* (History 223). No outside preparation required. 2 s.h. PROFESSOR ROSBOROUGH

#### FOR JUNIORS AND SENIORS

**101. Tacitus and Suetonius.**—

[Not offered in 1930-31]

**102. Roman Satire.**—Horace and Juvenal.

[Not offered in 1930-31]

**103. Roman Elegiac Poetry.**—Selections from Tibullus, Propertius, and Ovid.

[May not be offered in 1930-31]

**104. Roman Philosophy.**—Lucretius: *De Rerum Natura*, selections from Books I, II, III, and V. 3 s.h.

[May not be offered 1930-31]

**105. The Roman Epigram.**—Martial: the development of the epigram before him; his significance in the history of the epigram and for the age of Domitian; his influence traced down into the modern world. 3 s.h.

PROFESSOR ROSBOROUGH

**106. Letters of Pliny the Younger.**—Study of the society and institutions of his time. 3 s.h. PROFESSOR ROSBOROUGH

**109. Materials and Methods.**—A study of Latin in the secondary school curriculum. Course for prospective teachers of high school Latin; required of Latin teaching majors. Prerequisite: eighteen approved semester-hours of college Latin including Latin 11, 12, 13, 14. 3 s.h.

PROFESSOR ROSBOROUGH OR PROFESSOR ANDERSON

#### COURSES OF GENERAL INTEREST

**111-112. Latin Literature in English Translation.**—

[Not offered in 1930-31]

**113-114. Roman Civilization.**—

[Not offered in 1930-31]

**Greek 131—Latin 132—Classical History.**—First semester: History of Greece with a brief introduction on Oriental nations. Second semester: History of Rome. May be counted for credit either as Greek or as Latin or as History. 6 s.h. PROFESSOR ANDERSON

**117-118. Introduction to Roman Archaeology and Art.**—  
[Not offered in 1930-31]

#### FOR SENIORS AND GRADUATES

**201. Roman Fiction.**—Petronius and Apuleius; the Milesian tale and its influence.

[Not offered in 1930-31]

**202. Early Latin Christianity.**—Readings in Tacitus, Pliny, Minucius Felix, and the church fathers.

[Not offered in 1930-31]

One of the two following year-courses 203-204 or 205-206 will be offered in 1930-31:

**203-204. Epic Poetry.**—Vergil and a study of the Greco-Roman epic as culminating in him. Throughout the year. 6 s.h.

ASSISTANT PROFESSOR GATES

**205-206. Roman Dramatic Literature.**—Select Comedies of Plautus and Terence; select Tragedies of Seneca. Rapid reading course. Throughout the year. 6 s.h.

ASSISTANT PROFESSOR GATES

**209-210. Vulgar Latin and Introduction to Romance Philology.**—Prerequisite: Latin 11 and 12 and not less than two years of college French or college Spanish. Throughout the year. 6 s.h.

PROFESSOR ROSBOROUGH

For courses for Graduates see the announcement of the Graduate School.

#### DEPARTMENT OF MATHEMATICS

PROFESSORS FLOWERS, MARKHAM, RANKIN, AND ELLIOTT, ASSISTANT PROFESSORS PATTERSON, ROBISON, ALDRIDGE, HICKSON, AND MILES, MESSRS. ARNOLD AND DRESSSEL, AND ASSISTANTS

*Unless otherwise specified, odd-numbered courses are offered the first semester and even-numbered courses the second semester.*

**1. College Algebra.**—Each semester. 3 s.h.

STAFF

This course is required of all students. Students found deficient in elementary algebra may be required to review this before registering for course 1.

**2. Plane Trigonometry.**—Each semester. 3 s.h.

STAFF

Prerequisite, except by special permission of the department, course 1. Course 2 is required of all students.

**5. Plane Analytic Geometry.**—*Each semester. 3 s.h.*

STAFF

Prerequisite, course 2.

**10. Engineering Mathematics.**—This course, given for engineering freshmen, includes courses 1, 2, and 5. **10 s.h.**

STAFF

**16. Solid Geometry.**—Given second semester on sufficient demand. **3 s.h.**

STAFF

This course carries elective credit only.

**21. Mathematics of Investment.**—An elementary course dealing with simple and compound interest, annuities certain, amortization, sinking funds, depreciation, evaluation of bonds, and life insurance. **3 s.h.**

ASSISTANT PROFESSOR HICKSON

Prerequisites, courses 1 and 2.

**25. Differential Calculus.**—*Each semester. 4 s.h.*

STAFF

Prerequisite, course 5.

**30. Integral Calculus.**—*Each semester. 4 s.h.*

STAFF

Prerequisites, courses 5 and 25.

**201. History of Mathematics.**—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 30.

**204. Teaching of Mathematics.\***—This course is designed primarily for those who intend to teach high school and college mathematics. It deals with the recent changes in methods of studying mathematics. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 30.

**225. Theory of Equations and Determinants.**—**3 s.h.**

ASSISTANT PROFESSOR PATTERSON

Prerequisite, course 25.

**231. Differential Equations.**—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. **3 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 30.

**235. Modern Higher Algebra.**—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. *Either semester. 3 s.h.*

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 25.

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\* This course carries graduate credit only for students whose major subject is education.

**239-240. Advanced Calculus.**—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. **6 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 30.

**250. Modern Geometry.**—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high school geometry. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 25.

**255-256. Projective Geometry.**—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. **6 s.h.**

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 25.

**259-260. Analytic Geometry of Space.**—The usual topics treated in cartesian and homogeneous coördinates. An introduction to differential geometry is included. **6 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 25.

**275. Probability.**—Introductory course. Combinatory analysis, mean values, Bernoulli's theorem, the probability integral, statistics. **3 s.h.**

ASSISTANT PROFESSOR MILES

Prerequisite, course 30.

**276. Probability.**—Continuation of course 275. Geometrical probability, probability of causes, theory of errors, applications. **3 s.h.**

ASSISTANT PROFESSOR MILES

**280. Fourier's Series and Spherical Harmonics.**—The properties of Fourier's Series and spherical harmonics with application to problems of mathematical physics. *Either semester.* **3 s.h.**

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 30.

**284. Vector Analysis.**—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. **3 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 30.

## DEPARTMENT OF PHILOSOPHY

PROFESSORS CRANFORD AND ———, AND ASSISTANT PROFESSOR RHINE

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*



**101. Introduction to Philosophy.**—This course is intended to acquaint the students with the nature of philosophical problems and to show how they arise in the mind of the individual. Psychology 101, or its equivalent is a prerequisite for this course, except by special permission. Lectures, assigned readings with reports. **3 s.h.** PROFESSOR CRANFORD

**102. History of Philosophy.**—This course gives a general survey of the field of philosophy and considers the leading historical solutions of philosophical problems. Prerequisite, Psychology 101, or its equivalent. Text, lectures, assigned readings with reports. **3 s.h.** PROFESSOR CRANFORD

**106. Logic.**—A study of the fundamental principles underlying all reasoning, both deductive and inductive, and their application in scientific methods of thinking. Textbook, lectures, and assigned readings. **3 s.h.** PROFESSOR CRANFORD

**107. An Outline History of Science.**—A review of the origin and development of the modern sciences. A general history of scientific method, of the achievement by mankind of analytical and experimental ways of thinking. Two lectures and one discussion hour. **3 s.h.**

ASSISTANT PROFESSOR RHINE

**203. The Philosophy of Conduct.**—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbook. Text used: Everett's *The World of Values*. **3 s.h.** PROFESSOR CRANFORD

**204. Christian Ethics.**—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smythe's *Christian Ethics*. **3 s.h.**

PROFESSOR CRANFORD

**205-206. Idealism.**—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. Prerequisite, Philosophy 101 or 102. **6 s.h.** PROFESSOR CRANFORD

**208. A Constructive Survey of Modern Science.**—An orientation course, designed to present a synthetic view of nature from the data of the modern sciences. It is aimed to be corrective of the tendencies toward over-specialization. Two lectures and one discussion hour. **6 s.h.**

ASSISTANT PROFESSOR RHINE

**109. History of Ancient Philosophy.**—A survey of reflection on the nature of man and his place in the world from Thales to Aquinas with emphasis on Plato. Lectures and reports. **3 s.h.** PROFESSOR ———

**110. History of Modern Philosophy.**—Continuation of the preceding, but may be elected separately. The development of philosophy from Bruno to Herbert Spencer, with Kant as the central figure. Lectures and reports. **3 s.h.** PROFESSOR ———

**111. Contemporary Philosophy.**—A general inspection of the main currents of present philosophical thought including the realism of Russell and Whitehead, the pragmatism of James and Dewey, and the neo-idealism of Croce and Gentile. Attention will be given to the relation of these schools to the idealism of Bradley and Bosanquet. Reading and discussion. **3 s.h.** PROFESSOR ———

**112. Recent Aesthetic.**—Study of the chief contemporary views of the nature of art, the intuitionism of Croce, formalism of the art critics, and expressionism of Bosanquet. Reading, analysis of examples, discussion. **3 s.h.** PROFESSOR ———

**213-214. Philosophy of the Seventeenth Century.**—The center of this course will be a detailed study of Spinoza's Ethics, but attention will be given to his contemporaries, Descartes and Leibniz, and to the contrast between the rationalism of these thinkers and the empiricism of the British philosophers, Locke, Berkeley, and Hume. Lectures and reports. **6 s.h.** PROFESSOR ———

**215-216. History of Aesthetic.**—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, the sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. **6 s.h.** PROFESSOR ———

## DEPARTMENT OF PHYSICS

PROFESSORS EDWARDS AND HATLEY, ASSISTANT PROFESSORS COLLINS AND NIELSEN, MR. CARPENTER, AND ASSISTANTS

The first course in physics deals largely with those fundamental facts and theories concerning the physical universe that are supposed to be of interest to every intelligent man, and the matter presented is within the comprehension of every college student.

The courses in physics after the first year are designed to meet the needs of three classes of students: (1) those desiring to specialize in physics with a view to work in teaching or investigation; (2) those intending to pursue the study of medicine, biology, or chemistry; (3) those looking forward to the study of engineering. The work of the first year is designed to lay a broad foundation for subsequent study.

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

**1-2. General Physics.**—This course stresses neither mathematical processes nor exact measurements. It traces historically and experimentally the development of great principles. The class is divided into four groups according to the ability of the students as judged by various tests. For the purpose of laboratory instruction, the entire class is divided into fifteen sections. Three hours recitation and two hours laboratory. **8 s.h.**

PROFESSOR EDWARDS, MR. CARPENTER,  
AND ASSISTANTS

**51-52. Advanced General Physics.**—A course in general physics designed to prepare students for entrance to medical colleges. Three hours lecture and three hours laboratory. **8 s.h.**

ASSISTANT PROFESSORS NEILSEN AND COLLINS  
Prerequisite, course 1-2 or its equivalent.

**55-56. Teacher's Physics.**—This course is designed primarily for those intending to teach physics in secondary schools. Enough advanced theory is covered to give some perspective, but special emphasis is placed on a study of method, every-day application of principles, construction of apparatus, the mounting of classroom experiments, and on general laboratory technique. **6 s.h.**

ASSISTANT PROFESSOR ———  
Prerequisite, course 1-2 or its equivalent.

**5. Household Physics.**—A course designed primarily to meet the requirements in physics of students preparing to specialize in domestic science. The course is based on Whitman's *Physics of the Household*. **3 s.h.**

ASSISTANT PROFESSOR ———

If less than ten students elect any one of the three preceding courses, it will not be offered.

**53-54. Physics for Engineers.**—A course in general physics which gives special emphasis to engineering problems. Open to Sophomores who have completed trigonometry. Four hours recitation and three hours laboratory. **10 s.h.**

PROFESSOR HATLEY AND ASSISTANT PROFESSOR COLLINS

The following courses are arranged as undergraduate majors in physics. They require Physics 1-2, or its equivalent, as a prerequisite.

**151. Laboratory Physics.**—In this course students are taught methods of exact observation and measurement in mechanics, sound, and light. **1 to 3 s.h.**

ASSISTANT PROFESSOR COLLINS

**152. Laboratory Physics.**—A continuation of course 151 into the fields of electricity and magnetism. **1 to 3 s.h.**

ASSISTANT PROFESSOR NIELSEN

**153. Mechanics.**—This course covers in a thorough way the more advanced phases of mechanics, which do not require the use of the calculus. **3 s.h.**

ASSISTANT PROFESSOR COLLINS

**154. Molecular Physics.**—A continuation of course 153 into the field of molecular physics. **3 s.h.**

ASSISTANT PROFESSOR COLLINS

The following courses are arranged primarily for senior students, but they are open to graduate students. An elementary knowledge of the calculus and credit for 12 semester hours in Physics is presumed in all of the following courses.

**201-202. Principles of Radio Transmission and Reception.**—A course covering the general theory of wave propagation and including a study of inductance, capacity, induction coils, oscillatory discharge, high frequency generators and transformers, and the various methods of detecting electromagnetic waves. **6 s.h.** ASSISTANT PROFESSOR COLLINS

**203-204. Analytical Mechanics.**—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics, of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. **6 s.h.** ASSISTANT PROFESSOR COLLINS

**205. Physical Optics.**—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and pre-medical students. The course is based on *Taylor's Advanced Optics*. **3 s.h.** PROFESSOR HATLEY

**206. Modern Physics.**—A lecture course consisting of a rapid review of the entire field of physics with special emphasis on the outstanding experiments underlying modern physics. **3 s.h.** PROFESSOR HATLEY

**207-208. Electricity and Magnetism.**—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's *Electricity and Magnetism* is used as the basis of the lectures. Smith's *Electrical Measurements* is used as a guide in the laboratory exercises. Two lectures and one laboratory period a week, throughout the year. **6 s.h.** PROFESSOR EDWARDS

[Under special conditions a credit of either 2 or 4 semester-hours may be arranged]

**209. Thermodynamics.**—Thermodynamics is the science on which is based all of the physico-chemical sciences. This introductory course deals with basic principles freed from all unnecessary complications. Hence it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies. **3 s.h.** PROFESSOR EDWARDS

[Offered in alternate years with course 207-208]

## DEPARTMENT OF PSYCHOLOGY

PROFESSOR MCDUGALL AND ASSISTANT PROFESSORS ZENER AND RHINE

**101. Introduction to Psychology: General Principles.**—Lectures, demonstrations, prescribed reading and reports. **3 s.h.**

PROFESSORS MCDUGALL AND DRs. RHINE AND ZENER

**102. Introduction to Psychology: Experimental and Applied.**—A demonstrational introduction to the methods and results of experimental and applied psychology. 3 s.h. DR. ZENER

**110. Logic.**—See Philosophy 106. 3 s.h. DR. RHINE

**111. An Outline History of Science.**—See Philosophy 107. 3 s.h. DR. RHINE

**201. Social Psychology.**—Lectures, readings, and reports. 3 s.h. DR. McDOUGALL

**202. Abnormal Psychology.**—Lectures, readings, and reports. 3 s.h. DR. McDOUGALL

**203. Advanced Experimental Psychology.**—A laboratory course designed to give first-hand acquaintance with experimental technique and methodology. Six laboratory hours. 3 s.h. DR. ZENER

**209. Experimental Psychology: Problems and Theories.**—An historical survey of experimental psychology, with a critical study of selected problems and theories. 3 s.h. DR. ZENER

**204. Physiological Psychology: Nerve Conduction and Reflex Action.**—A consideration of the functional properties of the nervous system. Two hours lecture, five hours laboratory. 4 s.h. DR. ZENER

**206. Physiological Psychology: Development of Structure.**—A study of the structure and function of the central nervous system from the embryological and comparative viewpoints. One hour lecture, six hours laboratory. 4 s.h. DR. ZENER

[Not offered in 1930-31]

**219. Introduction to the Psychology of Religion.**—See Religion 275. 3 s.h. DR. HICKMAN

**220. Advanced Psychology of Religion.**—See Religion 276. 3 s.h. DR. HICKMAN

**224. A Constructive Survey of Modern Science.**—See Philosophy 208. 3 s.h. DR. RHINE

## DEPARTMENT OF RELIGION

PROFESSORS RUSSELL, SPENCE, CANNON, ORMOND, BRANSCOMB, MYERS,  
GARBER, GODBEY, HICKMAN, ROWE, AND MRS. SPENCE  
AND MR. LITTLE

The Department of Religion is divided into several sub-divisions. The purpose is to offer courses through which the college student, especially one looking forward to some form of Christian work, may secure a general view of the field of religion, both in theoretical and practical phases. The prerequisite to all courses in religion is a year's course in the English Bible; all other courses are elective.



*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

**1-2. Biblical Literature.**—This course includes a general survey of the entire Bible. It is required of all students by the end of the sophomore year, except those in Group IV, and of them before graduation. Enrollment in each section is limited to thirty-five. 6 s.h.

PROFESSORS MYERS, SPENCE, ORMOND,  
ROWE, AND MRS. SPENCE

[Note: On consent of the instructors, Sophomores may be admitted to courses 103, 104, 131, 141, 142, 161, 162.]

**103. The Prophets of the Old Testament.**—A general study of the history and nature of Hebrew prophecy; a detailed study of the message of the outstanding pre-exilic literary prophets. 3 s.h.

PROFESSOR MYERS

**104. The History and Religion of the Jews to the Roman Period.**—Based upon exilic and post-exilic prophecy, wisdom literature, and the earlier apocalypses. 3 s.h.

PROFESSOR MYERS

**131-132. American Christianity.**—The aim of this course is to trace the growth of the different branches of the Christian Church in the United States, Canada, and Hispanic-America. Prerequisite, History 1-2 or its equivalent. 6 s.h.

PROFESSOR GARBER

[Not offered in 1930-31]

**141. Introductory Sociology.**—This course is of general interest and is designed to introduce the student to the principles and practices of human association. 3 s.h.

PROFESSOR ORMOND

**142. Rural Sociology.**—A study of rural conditions in relation to social welfare, existing rural ideals, observation of rural tendencies and movements, and rural betterment through social adjustments. Prerequisite, course 141. 3 s.h.

PROFESSOR ORMOND

**161. Introduction to Religious Education.**—Designed to give the student some acquaintance with the tools and methods of modern religious education, the meaning and significance of scientific procedure, and the psychology of learning as it relates to this field. 3 s.h.

PROFESSOR SPENCE

**162. Age-Group Characteristics.**—A study of the different periods of human life with a view to determining the needs and interests of the pupil at each given stage. 3 s.h.

PROFESSOR SPENCE

**201-202. Introductory Hebrew.**—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. 6 s.h.

PROFESSOR GODBEY

**203-204. Introduction to the Old Testament.**—The origin, literary form, and contents of the books of the Old Testament in their historical setting. 6 s.h.

PROFESSOR RUSSELL



**211-212. Hellenistic Greek.**—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. **6 s.h.**

PROFESSOR BRANSCOMB

**215. The Life of Jesus.**—An attempt to discover the consciousness, purpose, and significance of Jesus as set forth in the Synoptic record. **3 s.h.**

PROFESSOR MYERS

**216. The Teaching of Jesus.**—An interpretation of the teaching of Jesus, based upon the Synoptics, Matthew receiving principal consideration. **3 s.h.**

PROFESSOR MYERS

**217. The New Testament in Greek.**—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. **3 s.h.**

PROFESSOR BRANSCOMB

**218. The Exegesis of Selected Books of the New Testament.**—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. **3 s.h.**

PROFESSOR RUSSELL

**213-214. The Beginnings of Christianity.**—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. **6 s.h.**

PROFESSOR BRANSCOMB

**219. Life of Paul.**—A study of Paul's life on the basis of Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. **3 s.h.**

PROFESSOR MYERS

[Not offered in 1930-31]

**233. Church History to the Reformation.**—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. **3 s.h.**

PROFESSOR GARBER

**234. History of the Evangelical Movement.**—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. **3 s.h.**

PROFESSOR GARBER

**251. The Church and Rural Sociology.**—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. **3 s.h.**

PROFESSOR ORMOND

**252. Rural Church Administration.**—This course deals with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. **3 s.h.**

PROFESSOR ORMOND

**261. Administration and Supervision of Religious Education.**—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. **3 s.h.** MR. LITTLE

**262. Surveys, Tests, and Measurements.**—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. **3 s.h.** PROFESSOR ———

**265. Curriculum of Religious Education.**—Study of various theories of the curriculum of religious education; conception of the curriculum as enriched and controlled experience. Analysis of existing curricula and critical evaluation of same. **3 s.h.** PROFESSOR SPENCE  
[Not offered in 1930-31]

**266. Religious Drama.**—Study and analysis of the best religious drama available. Project work in the writing and production of religious drama and pageants. **3 s.h.** PROFESSOR SPENCE  
[Not offered in 1930-31]

**267. Religious Education in the Community.**—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. **3 s.h.** PROFESSOR SPENCE

**268. Materials of Character Education.**—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. **3 s.h.** PROFESSOR SPENCE

**269. Principles and Program of Character Education.**—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education, the development of character education in the public schools will also be carefully surveyed. **3 s.h.** MR. LITTLE

**270. Religious Education in the Home.**—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. **3 s.h.** PROFESSOR ———

**271. Research in Religious Education.**—For advanced students and especially those majoring in religious education. Offers direction in the use of various techniques and methods for both field and library investigations. (All professors in the department are available for special counsel.) **3 s.h.** PROFESSOR ———

**272. Philosophy of Religious Education.**—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, course 261. 3 s.h. PROFESSOR ———

**273. Curriculum Construction.**—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. 3 s.h. PROFESSOR SPENCE

[Not offered in 1930-31]

**275. Introduction to the Psychology of Religion.**—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. 3 s.h. PROFESSOR HICKMAN

**276. Advanced Psychology of Religion.**—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, course 275 or its equivalent. 3 s.h. PROFESSOR HICKMAN

**281. The Nature and Early Development of Religion.**—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. 3 s.h. PROFESSOR CANNON

**282. Living Religions of the World.**—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. 3 s.h. PROFESSOR CANNON

**283. Expansion of Christianity.**—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. 3 s.h. PROFESSOR CANNON

**284. Principles of Missions.**—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. 3 s.h. PROFESSOR CANNON

## DEPARTMENT OF ROMANCE LANGUAGES

PROFESSORS WEBB, COWPER, AND JORDAN, ASSISTANT PROFESSORS YOUNG AND WALTON, MR. STEINHAUSER AND MR. BRIDGERS, MISS BREWER, AND MISS SEAY

The elementary and introductory courses in French are for the general student and seek to impart a reading knowledge of standard French. Courses 107, 217-218 offer systematic training in the French language. They prepare for university courses where French is used in class, for

foreign study, and for teaching French. The literary courses are devoted to the systematic study of classical and modern French literature. Advanced students are offered an introductory course in Old French philology and literature.

The first two courses in Spanish are for the general student. They are designed to give a reading knowledge and a sound beginning in the use of the language. The remaining courses afford the opportunity to continue the study of the Spanish language and of Spanish and Spanish-American literature through four years.

An intensive course in Italian is offered to well-qualified language students.

Owing to the large number of applicants for enrollment in the French and Spanish courses, it is necessary to limit the number admitted. Students are admitted into each section or class in the order of application until the established maximum is reached.

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

## FRENCH

### FOR ALL STUDENTS

**1. Elementary French.**—Pronunciation, grammar to include regular verb forms and common irregular verbs, translation. **3 s.h.**

PROFESSORS WEBB AND JORDAN, ASSISTANT PROFESSORS  
YOUNG, WALTON, AND MR. BRIDGERS

**2. Elementary French.**—Completion of the irregular verb, composition, dictation, and translation of simple French. **3 s.h.**

PROFESSORS WEBB AND JORDAN, ASSISTANT PROFESSORS  
YOUNG AND WALTON, AND MR. BRIDGERS

**3. French Prose.**—Grammar review, dictation, composition, reading and translation of selected works of modern French authors. **3 s.h.**

PROFESSORS WEBB AND COWPER, ASSISTANT PROFESSORS YOUNG  
AND WALTON, MR. BRIDGERS, AND MISS BREWER

**4. French Prose.**—Dictation, composition, reading and translation of selected works of modern French authors. **3 s.h.**

PROFESSORS WEBB AND COWPER, ASSISTANT PROFESSORS YOUNG  
AND WALTON, MR. BRIDGERS, AND MISS BREWER

**5. Introductory Survey of French Literature from 1636.**—Selected works of Corneille, Racine, Molière, Voltaire. Outline history, outside readings, and reports. **3 s.h.**

PROFESSORS COWPER AND JORDAN, ASSISTANT  
PROFESSORS YOUNG AND WALTON

**6. Introductory Survey of French Literature from 1750.**—Selected works of Rousseau, Chateaubriand, Hugo, Balzac. Outline history, outside reading, and reports. **3 s.h.**

PROFESSORS COWPER AND JORDAN, ASSISTANT  
PROFESSORS YOUNG AND WALTON

## FOR JUNIORS AND SENIORS

**107. French Composition.**—Review of grammar. Oral and written composition. 3 s.h. PROFESSOR COWPER

**108. The French Romantic Movement.**—3 s.h. PROFESSOR COWPER

**109. Molière.**—3 s.h. PROFESSOR WEBB

[Not offered in 1930-31]

**110. Poems of Victor Hugo.**—3 s.h. PROFESSOR WEBB

[Not offered in 1930-31]

**111. French Drama Since 1850.**—Realism in French drama, the social comedy, the problem play. 3 s.h. ASSISTANT PROFESSOR YOUNG

**112. French Drama Since 1850.**—The Théâtre Libre, the psychological drama, survival and renewal of Romanticism, the symbolistic drama, the contemporary stage. 3 s.h. ASSISTANT PROFESSOR YOUNG

**113-114. The Seventeenth and Eighteenth Centuries.**—The rise and decline of French classicism from Malherbe to the Encyclopédistes and Beaumarchais. Lectures and reading. 6 s.h.

ASSISTANT PROFESSOR WALTON

**25-26. Exercises in Spoken French.**—Two hours a week throughout the year. 2 s.h. MISS SEAY

## FOR SENIORS AND GRADUATES

**215-216. The Modern French Novel.**—A survey from Madame de Lafayette to Paul Bourget with particular reference to the effect of literary movements upon the evolution of novel technique. 6 s.h.

PROFESSOR JORDAN

**217-218. The French Language.**—French phonetics, composition, dictation, conversation, lectures in French. 6 s.h. PROFESSOR WEBB

**219. Old French.**—An introduction to the Old French language and literature. Brief study of Old French grammar; the *Chanson de Roland*; lectures. 3 s.h. PROFESSOR COWPER

**220. Old French.**—Types of Old French literature. Reading of typical *Romans d'aventure*, lectures. 3 s.h. PROFESSOR COWPER

**221. Rousseau and the Beginnings of Romanticism.**—3 s.h.

PROFESSOR COWPER

[Not offered when Old French is given]

## ITALIAN

## FOR JUNIORS AND SENIORS

**181-182. Italian.**—Wilkins, *First Italian Book*; *Italian Folk Tales*; Dante, *Vita Nuova*; Dante, *Divina Commedia*. 6 s.h.

PROFESSOR WEBB



## SPANISH

## FOR ALL STUDENTS

**61. Elementary Spanish.**—Grammar of the principal parts of speech in their simple applications, regular verbs, and the most common irregular verbs. Reading of simple prose. **3 s.h.**

MR. STEINHAUSER AND MR. BRIDGERS

**62. Elementary Spanish.**—Continuation of course 61, including radical changing and the most common irregular verbs in all the tenses of the indicative and subjunctive. Reading of simple prose. **3 s.h.**

MR. STEINHAUSER AND MR. BRIDGERS

**63. Spanish Prose.**—Thorough review of grammar, emphasizing the uses of the subjunctive, common idiomatic phrases, and other peculiarities of syntax. Reading of representative texts of modern Spanish. **3 s.h.**

MR. STEINHAUSER

**64. Spanish Prose.**—Continuation of course 63. Reading of representative texts of modern Spanish. **3 s.h.**

MR. STEINHAUSER

**65. Spanish Literature.**—General survey of Spanish literature from the earliest beginnings to the present day, with special emphasis on the fiction and drama of the Golden Age. **3 s.h.**

MR. STEINHAUSER

[Not offered in 1930-31]

**66. Spanish-American Literature.**—Survey of Spanish-American literature, with special emphasis on the practical aspects of Spanish-American life. Advanced composition. **3 s.h.**

MR. STEINHAUSER

[Not offered in 1930-31]

**67. Spanish Novel.**—History of the origins and early types through the classic period. **3 s.h.**

MR. STEINHAUSER

**68. Modern Spanish Novel.**—The Spanish novel from the beginning of the nineteenth century until the present. **3 s.h.**

MR. STEINHAUSER

**69-70. Spanish Conversation and Composition.**—Exercises on assigned topics and material. *Two hours a week throughout the year.* **1 s.h. each semester.**

MR. STEINHAUSER

Open on consent of the instructor, to students who are taking or who have taken a course above Spanish 61 and 62.

## DEPARTMENT OF SOCIOLOGY

## PROFESSOR ELLWOOD

*No course in Sociology is open to freshmen or sophomores.*

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

**101-102. General Sociology.**—An introduction to the scientific study of social life, its origin, evolution, and organization, as illustrated by a number of concrete social problems. **6 s.h.**

PROFESSOR ELLWOOD



**205. Social Pathology.**—Prerequisite, courses 101-102 or their equivalent. A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. **3 s.h.**

PROFESSOR ELLWOOD

**206. Criminology.**—Prerequisite, courses 101-102 or their equivalent. A study of the original tendencies of man and the problem of socializing these tendencies; the relation of physical and mental defectiveness and untoward influences in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. **3 s.h.**

PROFESSOR ELLWOOD

## DEPARTMENT OF PHYSICAL EDUCATION

### PHYSICAL EDUCATION FOR MEN

DIRECTOR OF PHYSICAL EDUCATION DEHART, ASSISTANT DIRECTORS OF PHYSICAL EDUCATION BUCHHEIT, TILSON, CAMERON, COOMBS, AND  
BAKER, GYMNASIUM DIRECTOR CARD

Two hours a week of physical exercise and one hour of classroom work are required of all students through the sophomore year. Although not included in the 126 hours needed for graduation, the above requirements must be met satisfactorily before the end of the senior year. The work is under the immediate direction of the various coaches of the varsity teams. The aim to promote mass athletics is furthered by placing various supervised sports on a competitive basis.

A careful physical examination of all students is made and recorded and special training to correct physical deficiencies and weaknesses is given.

All students not excused from the regular course because of physical disabilities are required to take part in football, basketball, baseball, track, and swimming through their first year. The classroom work consists of lectures on the rules, methods of training, fundamentals of the sports, etc.

During the sophomore year a student may elect the sport in which he will major and his exercise will consist of work in that sport under the direct supervision of the Director of Physical Education or the Assistant Director who may be in charge of the sport elected as a major. The lectures will cover the methods of coaching the sport elected as a major and physical hygiene.

Calisthenics are used as little as possible and the entire course of work is planned to introduce games and the spirit of competition into the mass form of athletics.

The courses in physical education are designed to meet the increased demand for teachers of physical education and athletic coaching in the public schools.

A regulation costume of white shirt, white trousers, and gymnasium shoes is required.

#### PHYSICAL EDUCATION FOR WOMEN

MISS GROUT, Director

MISS MOIZE, Assistant

Two periods of exercise a week are required of all women students through the junior year. In addition, one lecture hour of personal hygiene is required of all freshmen. Although not included in the 126 hours needed for graduation, the above requirements must be met satisfactorily before the end of the senior year.

All students are given a physical and medical examination upon entering and at intervals throughout their college course. Classes in individual gymnastics and moderate sports are arranged for those who should not take the more active work.

#### ACTIVITIES OFFERED :

*Fall term (October to December):* Hockey, swimming, tennis, riding, moderate sports, hiking.

*Winter term (December to March):* Informal gymnastics, Danish gymnastics, apparatus, games, individual gymnastics, folk dancing, clogging, interpretative dancing, swimming, basketball.

*Spring term (March to June):* Tennis, swimming, riding, baseball, track, and field events, archery.

**102. The Teaching of Physical Education.**—This course is intended to meet the needs of prospective teachers in the public schools who may wish to assist in physical education. It includes first, a review of personal and school health problems with emphasis on the teaching of hygiene in the public schools; second, discussions and lectures on such topics as the value of play, the psychological and physiological make-up of the school child, objectives, the planning of programs of physical education for different age groups; third, one meeting a week for practice in playing, refereeing, and coaching various games and sports. Three lecture hours and one practice period a week. **3 s.h.**

MISS GROUT

Open to senior women in the Department of Education and to other Seniors and Juniors by permission of the instructor.



THE GRADUATE SCHOOL OF ARTS  
AND SCIENCES



# THE GRADUATE SCHOOL

## GENERAL STATEMENT

Prior to 1916 there was no separate organization within Trinity College to promote and supervise graduate studies. However, there had been for many years a limited number of graduate students who completed a year of post graduate work and received the degree of master of arts. The work of such students was supervised through the office of the Dean of Trinity College. Many of these graduate students went out from Trinity College to continue their studies at other colleges and universities and later achieved distinction as teachers and scholars.

In September, 1916, President Few appointed a Committee on Graduate Instruction to deal with the problems involved in the promotion and administration of graduate work. In that year there were six graduate students in the College, and seven graduates of the College were enrolled in the professional School of Law. During and immediately after the World War the number of graduate students remained small, but by the year 1923-1924 the graduate enrollment had increased to thirty-five, exclusive of the college graduates enrolled in the School of Law.

The growing importance of graduate work in Trinity College caused the Committee on Graduate Instruction, during the first semester of the year 1923-1924, to make a careful study of requirements for admission to graduate work, of requirements for advanced degrees, and of other conditions affecting standards of graduate instruction. A comprehensive report was prepared by the Committee and adopted by the faculty. Provision was made for the granting of two advanced degrees, master of arts and master of education. Regulations were adopted which increased the distinction between graduate and undergraduate work. A thesis requirement was made for every candidate for a graduate degree, and provision was made for the examination of theses by faculty committees. The Committee on Graduate Instruction undertook a closer supervision of graduate courses and of the work of graduate students.



Thus, when Trinity College became Duke University in December, 1924, noteworthy progress had already been made in organizing a graduate department with advanced courses in many fields of study and with high standards. In accepting Mr. Duke's great benefaction, the Trustees definitely included a Graduate School of Arts and Sciences as a member of the University organization.

In the academic year 1926-1927 a Council on Graduate Instruction was established in the University to exercise a general supervision over graduate work in arts and sciences, and Professor William H. Glasson was appointed Dean of the Graduate School of Arts and Sciences.

### THE LIBRARY

Duke University has long possessed an excellent Library for the purposes of undergraduate instruction. In recent years special funds have been provided and appropriations made to collect material for the use of members of the faculty and graduate students desiring to engage in research work. Particular attention has been given to obtaining complete sets of important periodicals, biographical and bibliographical collections, files of Southern newspapers, collections of state papers, parliamentary debates, and historical documents, proceedings of scientific societies, and standard editions of American and foreign authors. This policy of constantly enriching the Library's store of source material will be continued.

Up to February 1, 1930, the Duke University Library had received and accessioned 147,160 bound volumes and 22,070 pamphlets. Many thousands of volumes and pamphlets have not yet been accessioned, and other purchases of books, periodicals, and brochures are in Europe awaiting shipment. The amount available for the purchase of books, newspapers, and periodicals for the year 1928-29 was \$75,916.48. For the year 1929-30, the appropriations for books, periodicals and binding exceeded one hundred thousand dollars.

Beginning with the autumn of 1930 the Library building on the East Campus will be used by the Woman's College. A new University Library building, especially designed and equipped to facilitate research, will be opened on the West Campus. This building is an unusually fine example of Gothic

architecture. It is built of stone from the University's quarries near Hillsboro, N. C.

In the basement are the receiving room for books and periodicals which come to the Library, the offices of the order division, work rooms for the Library staff and a commodious stack room fitted with special stacks for newspapers.

On the first floor an important feature is a large reserve book room in which books in constant use by classes are kept for reference and for the time being withdrawn from general circulation. The seating capacity of this room is about 140. On the same floor are a large periodical room, a manuscript room, a treasure room, and two offices.

The principal features of the second floor are the general delivery room with a spacious hall, the large public card catalogue, the main reading room with a seating capacity for more than 150, the cataloguing room and four offices for members of the Library staff.

On the third floor of the building a special reading room for graduate students is provided with a seating capacity of about 60. There are also on this floor eight seminar rooms, two studies and a large special reading room.

In the tower of the Library building are the fourth and fifth stories which provide six seminar rooms and two studies.

The main stack room of the Library building is seven stories high. The initial capacity of the main stacks is estimated as considerably in excess of 300,000 volumes. The stacks in the nearby Library of the Law School will provide for 60,000 volumes and the stacks in the special Library of the School of Religion will accommodate about 40,000 volumes. The libraries of the Law School and the School of Religion are connected by passageways to the University Library. In the School of Medicine is the Hospital Library with a collection which is at present about 20,000 volumes. There are also stacks provided for special scientific libraries in the Biology, Chemistry and Physics buildings.

Especial attention has been given in the construction of the Library to facilities for prompt delivery of books. The general delivery room is connected by pneumatic tubes with the reserve book room, the graduate reading room, the Law Library, the School of Religion Library and also with each floor level of

the main stacks. The general delivery room, the reserve book room, the graduate reading room and each floor of the main stacks will also have the service of book lifts or carriers.

The University Library is now receiving by subscription and donation 1,003 newspapers and periodicals. Thirty-five sets of periodicals have been added during the year 1929-30. Physics, Economics, History, Psychology, Latin, Law, and Religion have had large allowances. German, Austrian, and French newspapers covering the World War period constitute an outstanding acquisition. More than \$5,800 has been spent for newspapers.

The Hospital Library in connection with the School of Medicine has expended during the academic year about fifty thousand dollars for books, sets of periodicals and binding. The appropriations for the Library of the Law School have amounted to nearly \$12,000.

There have been many special purchases including 1,700 volumes of the library of Paul Hamilton Hayne, a Peruvian collection of 3,000 volumes in history and political science, and rare Confederate, Chivers, and Rossetti manuscripts.

The Library possesses a splendid collection of periodical sets in biology and chemistry. Large accessions have been made to the excellent equipment of periodicals in history, economics and political science. Recent purchases have gone far toward completing the important sets of the *London Economist*, the *Statist* and the *Commercial and Financial Chronicle*.

The Library has an unusually good collection of books and periodicals in international law. Several important foreign periodicals have recently been added in this field. Documentary reports of the decisions of various arbitral commissions, the publications of the Permanent Court of International Justice complete to date, and treaties on various phases of the subject of arbitration are available for the investigator.

One of the most valuable possessions of the Library is the Lanson collection in French literature, consisting of 9,000 volumes and 2,000 monographs and brochures. This collection includes authors and works from the fifteenth century to the present, together with the most useful critical volumes on authors and their works. The material on Voltaire and Rousseau is especially comprehensive and valuable. There are in

the collection many early editions and rare volumes of the sixteenth, seventeenth, and eighteenth centuries. This collection was Professor Lanson's private library and will give the Duke University Library very superior facilities for students of French literature.

Further large additions to the research material in the Library are in prospect for later announcement.

### NEW SCIENCE LABORATORIES

New laboratory buildings have been erected on the West Campus in biology, physics and chemistry. Graduate students will find available the most modern equipment and facilities for research. In addition to the provision of modern apparatus, large sums have recently been expended to purchase important additions to the collections of scientific periodicals and publications in the departmental libraries, the University Library, and the Hospital Library.

In the School of Medicine elaborate facilities are provided for post graduate research in the various branches of medical science. Especial attention will be given to training in preventive medicine and public health work.

### GRADUATE DORMITORIES

One or more sections of the new dormitories on the West Campus will be reserved for graduate men. Board can be secured at the new Union building, which also has unusually attractive provisions for social intercourse and activities. Graduate women will find dormitory accommodations of the highest type on the East Campus. The Union building on the East Campus will furnish meals at reasonable rates and serve as a center of campus life.

### GRADUATE CLUB

One of the active organizations of the University is the Graduate Club. Its meetings are held monthly and are devoted to the professional and social interests of graduate students. Many eminent speakers have addressed the club at meetings open to the public. Recent speakers have been President W. P. Few, Professor William McDougall, Professor J. Fred Rippy,

Professor G. T. Hargitt, Professor Lewis Chase, and Professor C. M. Child. Mr. W. H. Simpson was president of the Graduate Club during the year 1929-30.

### FELLOWSHIPS AND SCHOLARSHIPS

For the assistance and encouragement of graduate students of high character and marked ability, the University has established a considerable number of fellowships and scholarships. The Angier B. Duke Memorial, Incorporated, awards an annual fellowship of one thousand dollars to a graduate student of exceptional merit. Three University fellowships of eight hundred dollars each, five University fellowships of seven hundred dollars each, and sixteen University fellowships of six hundred dollars each have been established. There are also eighteen graduate scholarships of three hundred dollars each. Holders of fellowships and scholarships will be expected to pay the tuition fee and such additional fees as are regularly required. Applications for these appointments should be made on or before March 15 of each year. In case vacancies occur, applications submitted on a later date will be considered.

There are also a number of graduate assistantships open in the various departments with compensation ranging from \$300 to \$800. Graduate assistants are under obligation to give part of their time to such work in the departments as may be assigned to them. They will usually be unable to carry a full program of study. Information regarding fellowships, graduate scholarships, and graduate assistantships, together with application blanks, may be obtained from the Dean of the Graduate School, Duke University, Durham, North Carolina.

### ENCOURAGEMENT OF RESEARCH

The President of the University appoints annually a Faculty Committee on Research consisting of three members, the President himself being a fourth member *ex officio*. On April 1 of each year the Chairman of the Committee on Research receives written applications from members of the Faculty for stipends for the encouragement of research. Amounts granted may be expended for the employment of research assistants, or for the purchase of books, apparatus, and materials. The amount of



the stipend may not exceed five hundred dollars. Each member of the Faculty to whom a research stipend is granted must within twelve months make a written report of the progress of his investigation.

#### UNIVERSITY PRESS

The Duke University Press affords facilities for the publication of many scholarly books and articles. The press issues four quarterly reviews: *The South Atlantic Quarterly*, *The Hispanic American Historical Review*, *American Literature*, and *Ecological Monographs*.

A list of the publications of the Duke University Press may be obtained from the manager of the Press, Durham, North Carolina.

#### REQUIREMENTS FOR ADMISSION AND DEGREES

Full information regarding requirements for admission and degrees may be obtained by addressing the Dean of the Graduate School of Arts and Sciences, Duke University, Durham, N. C., and asking for the special bulletin annually published by the Graduate School.



# COURSES OF INSTRUCTION

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## DEPARTMENT OF BIOLOGY

(Certain undergraduate courses are open to graduate students with the approval of the department. See the "Bulletin of Undergraduate Instruction.")

### BOTANY

#### FOR SENIORS AND GRADUATES

- 251. Plant Physiology.**—*First semester.* Lectures: to be arranged. **4 s.h.**  
ASSISTANT PROFESSOR AVERY

Prerequisite, Botany 1.

- 201. Cytology.**—A study of the cell. Laboratory and lectures. *Second semester.* **4 s.h.**  
ASSISTANT PROFESSOR AVERY

Prerequisites, Botany 1 or Zoölogy 1 and one other course of intermediate grade.

- 202. Inheritance and Variation.**—A study of the principles of inheritance in plants and animals. Lectures, assigned readings, and some laboratory work. *Second semester.* **3 s.h.**  
PROFESSOR BLOMQUIST

Prerequisites, Botany 1 or Zoölogy 1.

- 225. Special Problems.**—Hours and credits to be arranged.

BOTANICAL STAFF

#### FOR GRADUATES

- 311. Advanced Mycology.**—Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

- 312. Advanced Plant Pathology.**—Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

- 352. Advanced Plant Anatomy.**—Structure and development of anatomy of economic plants. *Second semester.* **4 s.h.**

ASSISTANT PROFESSOR AVERY

- 356. Taxonomy of Special Groups.**—*Second semester.* **4 s.h.**

PROFESSOR BLOMQUIST

- 399. General Botanical Seminar.**—One hour per week throughout the year. Required of all graduates majoring in botany. Seniors are invited to attend. Hour to be arranged. **2 s.h.**

BOTANICAL STAFF

### ZOOLOGY

#### FOR SENIORS AND GRADUATES

- 152. Comparative Physiology.**—The primary functions of animals of all groups and a more detailed study of the physiological processes in mammals. *Second semester.* **4 s.h.**  
PROFESSOR HALL

Prerequisite, one year of Zoölogy.

**181. Animal Micrology.**—The technique of preparing normal sections of the various types of tissue. 4 s.h. PROFESSOR CUNNINGHAM

**191. General Embryology.**—The fundamental principles of embryology, especially in the frog and the chick, with some work on the mammal. 4 s.h. PROFESSOR CUNNINGHAM

**221. Entomology.**—The taxonomy, morphology, and physiology of insects, their theoretic and economic aspects. For students who have had at least one year of Zoölogy. *Offered in even years.* 4 s.h. ASSISTANT PROFESSOR HOPKINS

**231. Protozoölogy.**—A study of the taxonomy, morphology, and physiology of unicellular organisms. For students who have had at least one year of Zoölogy. *Offered in alternate years.* 4 s.h. ASSISTANT PROFESSOR HOPKINS

**261. Animal Parasites.**—A consideration of animal parasites with particular emphasis upon those infesting man. Of particular interest to students preparing for medicine or public health work. 4 s.h. PROFESSOR PEARSE

Prerequisite, Zoölogy 1-2.

COURSES PRIMARILY FOR GRADUATES, BUT OPEN TO SENIORS  
WITH ADEQUATE TRAINING

**272. Ecology.**—Natural history of animals—relations to environment. Assigned readings, lectures, reports, conferences. For students who have had at least one year of Zoölogy. *Offered in odd years.* 2 s.h. PROFESSOR PEARSE

**201. Animal Behavior.**—The development of mind in animals. Assigned readings, lectures, reports, conferences. *Offered in even years.* 2 s.h. PROFESSOR PEARSE  
[Not offered in 1930-31]

**228. Endocrinology.**—This course includes the structure, physiology, and embryology of the endocrine glands. The work consists of lectures and reading assignments and reports. 2 s.h. PROFESSOR CUNNINGHAM

**232. Advanced Protozoölogy.**—Lectures and conferences, on the recent developments in the field of Protozoölogy. In the laboratory an individual problem will be undertaken by each student. The prerequisites for the course are (1) a definite and feasible problem, and (2) the proper training for carrying out this problem. 4 s.h. ASSISTANT PROFESSOR HOPKINS

**219-220. Research.**—Students who have had proper training may carry on research under the direction of members of the faculty. STAFF

**262. Advanced Parasitology.**—Lectures, conferences, and readings dealing with practical and theoretical matters relating to animal parasites.

Laboratory work on special problems may be taken in connection with this course by registering for Course 219-220. *Offered in odd years. 2 s.h.*

PROFESSOR PEARSE

**223. Advanced Physiology.**—A presentation of some of the problems with which physiologists have been concerned during recent years. Lectures, conferences, and laboratory work. *First semester. 4 s.h.*

PROFESSOR HALL

**222. Advanced Ecology.**—Readings, conferences, and reports; directed work in field or laboratory. *Second semester. 2 or more s.h.*

PROFESSOR PEARSE

**292. Experimental Embryology.**—Lectures, assigned readings, and reports. In the laboratory a study is made of the effects of environment on various forms of animals, including the frog, chick, and mammal. Students electing laboratory work in connection with this course should register for Zoölogy 219-220. *2 s.h.*

PROFESSOR CUNNINGHAM

[Not offered in 1930-31]

#### FOR GRADUATES

**351. Seminar.**—A weekly meeting of graduate students and faculty to hear reports and to discuss biological facts, theories, and problems. One hour a week throughout the year. *2 s.h.*

STAFF

### DEPARTMENT OF CHEMISTRY

#### FOR SENIORS AND GRADUATES

**261-262. Physical and Electro Chemistry.**—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Recitation: *T.Th. at 8:30.* Laboratory: *F. 2-5. 6 s.h.*

PROFESSOR GROSS

Prerequisites: Chemistry 3, 5, College Physics, and College Algebra. Calculus is desirable but is not required.

**215-216. Advanced Inorganic Chemistry.**—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Recitations: *M.W. at 9:30.* Laboratory: *F. 2-5. 6 s.h.*

ASSISTANT PROFESSOR VOSBURGH

Prerequisites: Chemistry 1, 2, 3, and 5. Chemistry 6 and advanced physics are desirable.

**231. Quantitative Analysis.**—A continuation of Chemistry 3, involving some of the more difficult analytical methods. One recitation and six laboratory hours for one semester; hours to be arranged. *3 s.h.*

ASSISTANT PROFESSOR VOSBURGH

Prerequisite, Chemistry 3. Chemistry 6 is desirable.

**232. Instrumental Analysis.**—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours for one semester; hours to be arranged. *3 s.h.*

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 3, 6, and 31a. Laboratory Physics is desirable.

**241. Physiological Chemistry.**—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. *First semester.* Recitation: *M.W. at 8:30.* Laboratory: *T.F. 2-5. 4 s.h.* PROFESSOR WILSON

Prerequisites, Chemistry 3 and 5. Chemistry 6 is desirable, though not required.

**244. Metabolism.**—Open to students who have completed course 42 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without the lectures may be taken by students who have passed Chemistry 42. In this case only two semester hours credit will be given. *Second semester.* Recitation: *M.W. at 8:30.* Laboratory: *T.F. 2-5. 4 s.h.* PROFESSOR WILSON

**251-252. Intermediate Organic Chemistry.**—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 51 or research, and to meet the minor requirements of graduate students in other departments. Three recitations. **3 s.h.** ASSISTANT PROFESSOR BIGELOW

**253-254. Advanced Organic Chemistry.**—A continuation of Chemistry 5, including discussion of the theories of organic chemistry. The laboratory work will include preparations of the more difficult type, requiring reference to the original literature. Lecture: *T. at 11.* Laboratory: nine hours, to be arranged. **8 s.h.**

ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

Prerequisites, Chemistry 5 or equivalent and a reading knowledge of German.

**260. Colloid Chemistry.**—An introductory study of the colloidal state of matter. Two recitations and three laboratory hours for one semester; hours to be arranged. **3 s.h.** ASSISTANT PROFESSOR VOSBURGH

Prerequisites: Chemistry 5 and 6. Calculus, Chemistry 61, and advanced physics are desirable.

**271. Introduction to Research.**—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. **1 s.h.**

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW

**270. Research.**—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week, laboratory, and conferences. **3 or 6 s.h.**

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW, AND DR. HAUSER

This course is offered in both semesters; students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to Seniors who have had courses 3, 5<sup>b</sup>, and 6.

**273-274. Seminar.**—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. *F. at 12.*  
**2 s.h.**

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS  
 VOSBURGH AND BIGELOW, AND DR. HAUSER

**256. Organic Analysis.**—The elements of organic, qualitative and quantitative analysis, primarily for students taking organic research. Laboratory: nine hours to be arranged. **3 s.h.**

ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

Prerequisite, Chemistry 5 or equivalent.

#### FOR GRADUATES

**350. Synthetic Organic Methods.**—A lecture course, dealing with the application of synthetic organic methods in certain selected fields, such as dyes, pharmaceuticals, perfumes, terpenes, alkaloids, etc. *One semester—either fall or spring.* Lectures and conferences to be arranged.  
**3 s.h.**

ASSISTANT PROFESSOR BIGELOW

Prerequisites, Chemistry 5 or equivalent.

**361-362. Chemical Thermodynamics.**—A discussion of general chemical theory from the standpoint of thermodynamics. Three recitations. **6 s.h.**  
 Offered in alternate years with Chemistry 363. PROFESSOR GROSS

**363-364. Chemical Kinetics.**—Theories of reaction velocity, catalysis, the theory of the solid state, the structure of atoms, the radiation theory. Offered in alternate years with Chemistry 361. **6 s.h.**

PROFESSOR GROSS

Prerequisite, Chemistry 6 or its equivalent.

**365. Phase Rule.**—A discussion of typical systems, isothermal curves, and space models. Three recitations. *One semester—either fall or spring.* **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

### DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

#### FOR SENIORS AND GRADUATES

**203. Money and Banking.**—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. *First semester.* **3 s.h.**

PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.



**235. Public Finance.**—This course deals with public expenditures, public revenues, public debts, and financial administration. *Second semester. 3 s.h.* PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.

**237. American Federal Finance.**—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public debt administration, and budgetary procedure. *First semester. 3 s.h.* ASSISTANT PROFESSOR GRAY

[By special permission, Seniors may substitute course 237 for course 235]

**238. Industrial and Financial History of the United States.**—The development of American industrial and financial institutions and their economic and ideological backgrounds. *Second semester. 3 s.h.*

ASSISTANT PROFESSOR GRAY

[By special permission, Seniors may substitute course 238 for course 203]

**239. Statistical Methods.**—Statistical analysis as a tool in investigation; its limitations, and the interpretation of statistical results. Methods especially applicable to economic data are given most attention. Two hours lecture and one laboratory period. *First semester. 3 s.h.*

[Not offered in 1930-31]

ASSISTANT PROFESSOR GRAY

**240. Statistical Analysis of Time Series.**—A study of so-called business "cycles" and "barometers" and the analysis of other periodic economic phenomena. Prerequisite, course 239. Two hours lecture and one laboratory period. *Second semester. 3 s.h.*

[Not offered in 1930-31]

ASSISTANT PROFESSOR GRAY

**254. Trade Unionism and Labor Problems.**—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and the United States. The structure, methods, and policies of modern unions. *First semester. 3 s.h.* PROFESSOR COTTON

[By special permission, Seniors may substitute course 254 for course 105]

**255. Industrial Relations.**—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Course 254 is a prerequisite for this course. *Second semester. 3 s.h.*

PROFESSOR COTTON

[By special permission, Seniors may substitute course 255 for course 158]

**265. International Trade.**—An analysis of the theoretical principles underlying international trade together with an historical study of the



foreign trade and tariff policies of the United States, France, Germany, and England down to 1914. *First semester. 3 s.h.*

ASSISTANT PROFESSOR ROBERTS

**266. Foreign Trade and Recent Commercial Policy.**—A study of the influence on foreign trade of post-war protectionism, war debts, international capital movements, and inconvertible paper money. Practical problems in buying and selling abroad. Special attention given to Latin America. *Second semester. 3 s.h.*

ASSISTANT PROFESSOR ROBERTS

**214. Economic Systems.**—A study of alternative economic systems. In addition to an analysis of communism, anarchism and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. *First semester. 3 s.h.*

PROFESSOR HOOVER

**215. Economic Functions of the State.**—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. *Second semester. 3 s.h.*

PROFESSOR HOOVER

#### FOR GRADUATES AND SENIORS BY SPECIAL PERMISSION

**210. History of Political Economy.**—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. *6 s.h.*

ASSISTANT PROFESSOR ROBERTS

**312. Value and Distribution.**—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. *4 s.h.*

PROFESSOR HOOVER AND ASSISTANT PROFESSOR ROBERTS

**349. Research in Corporation Organization and Finance.**—Open to graduate students and, by special permission, to Seniors who have completed creditably courses 104 and 144. *Second semester. 2 s.h.*

PROFESSOR GLASSON

**275. Advanced Industrial Accounting and Management.**—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost accounting is worked by each student during the course. *6 s.h.*

PROFESSOR COTTON

Courses 105 and 7 are ordinarily prerequisites for this course.

## FOR GRADUATES

**331. Advanced Banking.**—This course is open to students who have completed creditably Economics 1 and Economics 3\* or equivalent courses in other institutions. The subjects for study will be found in the history, theory, and contemporary functions of the banking systems in the United States, England, and France. *First semester, T. 3:30-5:30. 2 s.h.*

PROFESSOR GLASSON

## POLITICAL SCIENCE

## FOR SENIORS AND GRADUATES

**228. American Political Institutions.**—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. **3 s.h.**

ASSOCIATE PROFESSOR RANKIN

[Not offered in 1930-31]

**225. American Political Parties and Practical Politics.**—A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. *First semester. 3 s.h.*

ASSOCIATE PROFESSOR RANKIN

**226. Parliamentary Government.**—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. *Second semester. 3 s.h.*

ASSOCIATE PROFESSOR RANKIN

**208. American Constitutional Law and Theory.**—Attention is given to leading constitutional principles of American government, as developed through judicial interpretation. Emphasis is placed upon problems of current importance. Lectures, reading of cases, assigned legal problems. *First semester. 3 s.h.*

PROFESSOR WILSON

**264. Railroad Regulation in the United States.**—A brief consideration of the general problem of governmental regulation of railroads is followed by a more intensive study of the powers and activities of regulatory bodies, state and federal. The latter part of the course deals with an analysis of the Transportation Act of 1920 and its administration up to the present time. *Second semester. 3 s.h.*

PROFESSOR WILSON

**209. State Government in the United States.**—The subject-matter covers the historical development of government in the states of the Union, the present political organization, and relations between state and federal government. *First semester. 3 s.h.*

ASSOCIATE PROFESSOR RANKIN

**294. City and County Government.**—A study of the general problems of city government in the United States and in Europe. The latter part of the course is devoted to a study of county government in the United States, with particular reference to North Carolina. *Second semester. 3 s.h.*

ASSOCIATE PROFESSOR RANKIN

**223. Political Thought to the Seventeenth Century.**—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, special emphasis is placed upon the development of important concepts in political theory. *First semester. 3 s.h.*

PROFESSOR WILSON

[Not offered in 1930-31]

**224. Modern Political Theory.**—The political theories of Hobbes, Locke, Rousseau, Montesquieu, Harrington, Burke, and John Stuart Mill are studied with particular reference to their influence upon American political thought. The latter part of the course deals with socialism and the modern idea of the state. *Second semester. 3 s.h.*

PROFESSOR WILSON

[Not offered in 1930-31]

**227. International Law and International Organization.**—Elements of international law and the application of principles through recent judicial interpretation and in international negotiations. Particular attention is given to the manner in which the law has been interpreted and applied by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. *6 s.h.*

PROFESSOR WILSON

**318. General Seminar in Economics and Political Science.**—All graduate students with economics or political science as a major subject are members of this seminar. Reports of progress in research will be made, and there will be lectures and critical discussion by members of the department. *T. at 7:30. 2 s.h.*

STAFF

## DEPARTMENT OF EDUCATION

### ELEMENTARY EDUCATION

#### FOR SENIORS AND GRADUATES

**207. Technique of Teaching.**—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite: teaching experience or six semester-hours of work in materials and methods. *First semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR

**212. The Curriculum and Materials of the Elementary Grades.**—A study of curriculum problems in the elementary school. *First semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR

[Not offered in 1930-31]

**222. Methods of Teaching and Supervising the Fundamental Subjects.**—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. *Second semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR

[Not offered in 1930-31]

**232. Elementary School Supervision.**—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. *Second semester. 3 s.h.*

ASSOCIATE PROFESSOR CARR

## EXPERIMENTAL EDUCATION AND EDUCATIONAL PSYCHOLOGY

**206. Psychological Principles of Secondary Education.**—A study of adolescence and the psychology of learning as applied to teaching the principal high school subjects. **3 s.h.**

PROFESSOR CHILDS AND VISITING PROFESSOR TROTH

[Not offered in 1930-31]

**209. Statistical Methods Applied to Education.**—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. *Second semester. 3 s.h.*

ASSISTANT PROFESSOR DIMMITT

[Not offered in 1930-31]

**219. Experimental Education.**—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. *First semester. 3 s.h.*

PROFESSOR BROWNELL

**228. Psychology of Learning.**—A study of methods of measuring and representing progress in learning, the conditions and factors influencing learning, individual differences, etc. Constant reference to experimental literature. *First semester. 3 s.h.*

ASSISTANT PROFESSOR DIMMITT

**248. Investigations in Arithmetic.**—An analytical survey of investigations in arithmetic with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the value of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. *First semester. 3 s.h.*

PROFESSOR BROWNELL

## FOR GRADUATES

**318. Investigation of Study Problems.**—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. **3 s.h.**

PROFESSOR ———

**338. Investigations in Reading.**—A summary of the results of the more important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing, diagnosis, and supervision; emphasis of problems requiring further investigation. Prerequisite: nine semester-hours of Education. *Second semester. 3 s.h.*

PROFESSOR BROWNELL

**348. Research in Arithmetic.**—A course designed for students who have original problems in arithmetic which they desire to investigate. Such studies may be either individual or coöperative. Education 248 is advised as a preliminary course, but is not required. *Second semester.* 3 s.h. PROFESSOR BROWNELL

### HISTORY AND PHILOSOPHY OF EDUCATION

#### FOR SENIORS AND GRADUATES

**200. Introduction to the Philosophy of Education.**—A consideration of fundamental concepts underlying educational theory. *First semester.* 3 s.h. PROFESSOR HOLTON

[Not offered in 1930-31]

**214. History of Education in the United States.**—A study of the development of the American public school and the interaction of higher education and the public school. *First semester.* 3 s.h. PROFESSOR HOLTON

**224. Current Problems in Public Education as Revealed Through School Surveys.**—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. *First semester.* 3 s.h. PROFESSOR HOLTON

[Not offered in 1930-31]

**234. Recent Movements in American Education.**—An intensive study of educational thought and practice since 1900. *First semester.* 3 s.h.

[Not offered in 1930-31]

PROFESSOR HOLTON

**244. Studies in the Historical Development of Public School Administration.**—An advanced course devoted to the development of public school administration in the South, with especial reference to North Carolina as a type. *First semester.* 3 s.h. PROFESSOR HOLTON

[Not offered in 1930-31]

**254. History of Secondary Education in the United States.**—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. *First semester.* 3 s.h. PROFESSOR PROCTOR

[Not offered in 1930-31]

### PUBLIC SCHOOL ADMINISTRATION

**213. Secondary School Organization and Administration.**—A study of the outstanding problems of secondary school organization and administration other than the problem of gradation and classification of pupils. *Second semester.* 3 s.h. PROFESSOR PROCTOR

**233. Administrative Pupil Accounting.**—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of



pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. *First semester. 3 s.h.* PROFESSOR PROCTOR

**253. Legal Phases of School Administration.**—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. *Second semester. 3 s.h.* PROFESSOR HOLTON

#### FOR GRADUATES

**323. Public School Finance.**—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. *Second semester. 3 s.h.* PROFESSOR PROCTOR

**343. State and County School Administration.**—A study of state and county organization of public schools, emphasizing underlying principles. *First semester. 3 s.h.* PROFESSOR PROCTOR  
[Not offered in 1930-31]

#### SECONDARY EDUCATION AND EDUCATIONAL SOCIOLOGY

##### FOR SENIORS AND GRADUATES

**205. Sociological Foundations of the Secondary School Subjects.**—A consideration of the aims and objectives of secondary school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite: six semester-hours in education, including course 105. *First semester. 3 s.h.* PROFESSOR CHILDS

**215. Principles of Vocational Guidance.**—A study of the objectives and underlying principles of vocational guidance, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite: six semester-hours in educational sociology, preferably courses 105 and 205. *Second semester. 3 s.h.* PROFESSOR CHILDS

[Not offered in 1930-31]

**225. Rural Sociology.**—A study of rural life with emphasis upon the social and economic forces which apply to the life of the rural community. *Second semester. 3 s.h.* PROFESSOR CHILDS  
[Not offered in 1930-31]

**226. The Teaching of High School History.**—Identical with History 212. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *6 s.h.* ASSOCIATE PROFESSOR SHRYOCK

**235. Principles of Vocational Education.**—A study of the social basis for vocational education; a brief review of the developments in the field up



to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. *Second semester. 3 s.h.* PROFESSOR CHILDS

**246. The Teaching of Mathematics.**—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *Second semester. 3 s.h.* PROFESSOR RANKIN

#### RESEARCH METHODS

##### FOR GRADUATES

**300. Methods of Educational Research: Seminar.**—Graduate students are instructed in methods of research as applied to selected educational problems. Each student must select for intensive study and practice a subject in which he is interested. This course is recommended for all graduate student taking major work in Education. *First semester. 3 s.h.* PROFESSOR PROCTOR AND OTHER MEMBERS OF THE DEPARTMENT

#### DEPARTMENT OF ENGLISH

##### FOR SENIORS AND GRADUATES

**201-202. Anglo-Saxon.**—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of *Beowulf*. **6 s.h.** PROFESSOR BROWN

**203-204. Chaucer.**—**6 s.h.**

PROFESSOR BAUM

**205-206. Middle English.**—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language. **6 s.h.** PROFESSOR BAUM

Students may elect English 205-206 without having studied either Anglo-Saxon or Middle English.

[Not offered in 1930-31]

**207-208. English Literature, 1400-1550.**—**6 s.h.**

PROFESSOR BAUM

**209-210. English Romances.**—This course consists of a rapid reading of the chief romances of the Middle English period. **6 s.h.**

[Not offered in 1930-31]

PROFESSOR BAUM

**211. English Literature, 1550-1625.**—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. **3 s.h.** PROFESSOR GILBERT

**212. English Literature, 1625-1660.**—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. **3 s.h.** PROFESSOR GILBERT

**213-214. The Ballad and Other Folk-Lore.**—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina

and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. 6 s.h. PROFESSOR BROWN

**215-216. The Drama of the Elizabethan Period.**—A study of the drama in England from its beginnings to 1640. 6 s.h. PROFESSOR GILBERT

**217-218. Spenser and Milton.**—An exhaustive study of the works of Spenser and Milton. PROFESSOR GILBERT  
[Course 217 will be offered the second semester, 1930-31]

**219. English Literature, 1660-1744.**—3 s.h. PROFESSOR WHITE

**220. English Literature, 1744-1798.**—3 s.h. PROFESSOR WHITE

**221. The Drama in England, 1640-1770.**—3 s.h. PROFESSOR BAUM  
[Not offered in 1930-31]

**223-224. Studies in the Romantic Poets of the Early Nineteenth Century.**—This course considers in an exhaustive manner the works of some of the Romantic poets. 6 s.h. PROFESSOR WHITE

**225-226. Studies in Victorian Literature.**—This course considers in an intensive way the works of some of the most important writers of the period. 6 s.h. PROFESSORS GREENE AND CHASE

**227. Literary Criticism.**—A history of literary criticism to 1700. 3 s.h. PROFESSOR GILBERT

**228. Literary Criticism.**—A history of literary criticism from 1700 to the present. 3 s.h. PROFESSOR GILBERT

**229-230. American Literature.**—This course considers in an exhaustive manner the works of some of the American writers. 6 s.h. PROFESSOR HUBBELL

**231-232. The Teaching of Literature and Composition in the High School.**—This course is intended especially for those students who expect to teach in the high schools and for teachers in the city or county who desire instruction in the teaching of English. The work of the course includes consideration of methods and aims in the study of literature and the writing of English, the nature and values of the various kinds of literature, the planning of the high-school course, and the study of the most important English classics in the high school curriculum. 6 s.h.

PROFESSOR GILBERT

This course is also open to teachers with experience.  
[Not offered in 1930-31]

#### FOR GRADUATES

**301-302. Bibliography and Methods of Research.**—*M.W.* 3-4:30. 6 s.h. PROFESSORS HUBBELL AND BAUM

This course or its equivalent is required of all candidates for higher degrees in English.

**303-304. The Elizabethan Period.**—This course considers in an exhaustive manner the works of some of the Elizabethan writers. **3 s.h.**

PROFESSOR GILBERT

[Not offered in 1930-31]

**305-306. The Early Renaissance.**—A seminar in the literature and language of the early Renaissance in England and Scotland. **3 s.h.**

[Not offered in 1930-31]

PROFESSOR BAUM

**307-308. American Literature.**—A seminar in American literature. **6 s.h.**

PROFESSOR CHASE

**309-310. Chaucer.**—Special studies in the works and language of Chaucer; lectures, reports, and a thesis. *One semester.* **3 s.h.**

PROFESSOR BAUM

## DEPARTMENT OF GERMAN

### FOR SENIORS AND GRADUATES

**201-202. Goethe.**—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities. **6 s.h.**

PROFESSOR KRUMMEL

**203-204. Leibnitz to Romanticism.**—Eighteenth century German literature in its relation to contemporary European philosophy. Lectures, collateral reading. **6 s.h.**

PROFESSOR VOLLMER

**205-206. Middle High German.**—The language and literature of Germany's first classical period. Grammar and translation. First semester: Wright's *Middle High German Primer*, and *Der arme Heinrich*. Second semester: *Das Nibelungenlied*, *Tristan und Isolde*, or *Parzival*. **6 s.h.**

PROFESSOR VOLLMER

### FOR GRADUATES

**301-302. Gothic.**—Phonology and morphology of Gothic as the basis of modern English and German. Reading of Ulfilas Gothic version of the Bible. **6 s.h.**

PROFESSOR VOLLMER

**303-304. German Seminar.**—A seminar will be conducted for properly qualified students.

PROFESSOR VOLLMER

## DEPARTMENT OF GREEK

### FOR SENIORS AND GRADUATES

**201-202. Greek Drama.**—Selected plays are read, and their dramatic construction and distinctive features are discussed. **6 s.h.**

PROFESSOR PEPPLER

**203-204. Homer.—*Odyssey*. Pindar and Bacchylides.—6 s.h.**

PROFESSOR PEPPLER

**205-206. Greek Historians.—*Herodotus*, Books VII and VIII; *Thucydides*, Books VI and VII. 6 s.h.**

PROFESSOR PEPPLER

**207-208. Greek Orators.—Selected speeches. 6 s.h.**

PROFESSOR PEPPLER

**243. Greek Archaeology.**—The topography and monuments of Athens are studied, and other matters supplementary to course 141-142 are presented. Course 243 is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Courses 105-106 (or its equivalent) and 141-142 are prerequisites. **3 s.h.**

ASSISTANT PROFESSOR JOHNSON

**244. Greek Epigraphy.**—The history of the alphabet is studied, and important inscriptions are read for their content. Prerequisite, Greek 107-108 or its equivalent. **3 s.h.**

ASSISTANT PROFESSOR JOHNSON

#### FOR GRADUATES

**301-302. Seminar in Aristophanes.**—The student is required to read the eleven comedies, to prepare an analysis of one play and discuss important literary and historical questions suggested by it, and to write a grammatical and exegetical commentary on a selected passage. Lectures on the history of Greek comedy and a study of some of the important extant fragments will accompany the work in Aristophanes. **6 s.h.**

PROFESSOR PEPPLER

**303-304. Seminar in the Greek Historians.**—Similar to course 301-302 in that the student reads prescribed portions of Herodotus and Thucydides, analyzes one book of Thucydides, and prepares a commentary on a selected passage. **6 s.h.**

PROFESSOR PEPPLER

## DEPARTMENT OF HISTORY

### AMERICAN HISTORY

#### FOR SENIORS AND GRADUATES

**203. The Union, Confederacy, and Reconstruction.**—Among the subjects considered are constitutional theories and sectional controversies, the rise of secession, the military strategy and conduct of the Civil War, constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. *First semester, M.W.F. at 12.* **3 s.h.**

PROFESSOR BOYD

[Not offered in 1930-31]

**210. Constitutional History of the United States, 1763 to 1860.**—Among the subjects considered are the issues and nature of the Revolution, the problems of the Confederation, the nature of the constitution in the light

of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. 6 s.h. PROFESSOR BOYD

[Not offered in 1930-31]

**230. The History of North Carolina.**—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. *Second semester, M.W.F. at 12.* 3 s.h. PROFESSOR BOYD

[Not offered in 1930-31]

**231. The Hispanic-American Republics.**—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. *First semester, M.W.F. at 9:30.* 3 s.h.

PROFESSOR RIPPY

**232. The Hispanic Colonies of the New World.**—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. *Second semester, M.W.F. at 9:30.* 3 s.h. DR. LANNING

[Not offered in 1930-31]

#### FOR GRADUATES

**206. Southern History, 1763-1860.**—The rôle of the South in American political and social development is traced with special reference to local conditions, state and regional. Among the topics emphasized are political ideals and political parties, southwestern expansion, cotton culture and slavery, local sectionalism, transportation, education, the churches, and the movement for secession. *First semester, M.F. at 4-6.* 4 s.h.

PROFESSOR BOYD

**307. The Colonial Period, 1606-1763.**—Emphasis is placed on certain typical institutional and social origins and the development of British policy toward the colonies. *M. 4-6.* 4 s.h. PROFESSOR BOYD

[Not offered in 1930-31]

**315. Seminar in Southern History.**—Selected topics in the development of the South Atlantic region, chosen from year to year, in different periods in its development. *W. 4-5.* 2 s.h. PROFESSOR BOYD

**321. Studies in the Diplomatic History of the United States.**—A research course, open to students approved by the instructor. The aim is to give a familiarity with the sources and literature of South-American diplomatic relations and to investigate related topics in chosen fields from year to year. These fields are: (a) Independence movement of Latin America, (b) Latin-American Foreign Relations, (c) Sectionalism and American Foreign Relations. *W. 4-6.* 4 s.h. PROFESSOR RIPPY



## EUROPEAN HISTORY

FOR SENIORS AND GRADUATES

**204. English Constitutional History.**—After a brief review of the Anglo-Saxon period a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of British government as it exists today. **6 s.h.** PROFESSOR LAPRADE  
[Not offered in 1930-31]

**217. Europe Since 1870.**—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. **6 s.h.**  
ASSOCIATE PROFESSOR CARROLL

**218. The History of the European Proletariate.**—This course is concerned chiefly with the origins, expansion, and organization of the industrial working classes of Europe. The following problems will be emphasized: the decline of serfdom, the growth of an urban working class, social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. *T.Th.S. at 9:30.* **6 s.h.**  
ASSOCIATE PROFESSOR CARROLL

[Not offered in 1930-31]

**222. Early Modern History.**—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. *T.Th.S. at 8:30.* **6 s.h.**

ASSISTANT PROFESSOR NELSON

[Not offered in 1930-31]

**223. Medieval Institutions and Culture.**—A consideration of the classical heritage, the Germanic infusion, the development of ecclesiastical, feudal, monarchical, and communal institutions, the relations of church and state, the use of universities, vernacular literature, philosophy and art, 300-1300 A.D. **6 s.h.**  
ASSISTANT PROFESSOR NELSON

FOR GRADUATES

**305. A Seminar in the History of England and the British Empire.**—The work consists of practical training in the methods of historical research based on sources for modern British history. *F. 7-8.* **2 s.h.**

PROFESSOR LAPRADE

**325. British Nationality and Public Opinion.**—A study of the various political and social groups that have contended for the control of English politics and government since the sixteenth century, the methods by which they sought to exercise that control, and the resulting influence on national ideals. **4 s.h.**  
PROFESSOR LAPRADE



**327. Modern Phases of the English Constitution.**—A brief review of the medieval constitution, followed by a more intensive study of certain aspects of its development in the sixteenth, seventeenth, and eighteenth centuries. 4 s.h.

PROFESSOR LAPRADE

[Not offered in 1930-31]

**328. Foundations of the British Empire.**—The growth of the British trade and colonization in the sixteenth, seventeenth, and eighteenth centuries, including the causes in Great Britain of the American Revolution. T. 4-6. 4 s.h.

PROFESSOR LAPRADE

[Not offered in 1930-31]

## THE TEACHING OF HISTORY

FOR SENIORS AND GRADUATES

**212. The Teaching of History and Civics.**—The work in the first semester consists of a discussion of the question of aims and values in teaching history and civics, textbooks, programs of study, methods of instruction, the use of maps and pictures, and some consideration of the problems of teaching history in the elementary schools. The second semester is devoted chiefly to the making and presenting of lesson-plans for use in the high school, to making assignments, and to other problems of high school teaching. T.Th.S. at 12. 6 s.h.

ASSOCIATE PROFESSOR SHRYOCK

## BIBLIOGRAPHY

FOR GRADUATES

**326. Historiography and Bibliography.**—A survey of the development of historical writing, and examination of the greater collections of historical sources, and a consideration of the inter-relationship of history and other branches of social knowledge. 2 s.h.

MEMBERS OF THE DEPARTMENT

[Not offered in 1930-31]

## DEPARTMENT OF LATIN AND ROMAN STUDIES

FOR SENIORS AND GRADUATES

**201. Roman Fiction.**—Petronius and Apuleius; the Milesian tale and its influence.

[Not offered in 1930-31]

**202. Early Latin Christianity.**—Readings in Tacitus, Pliny, Minucius Felix, and the church fathers.

[Not offered in 1930-31]

One of the two following year-courses 203-204 or 205-206 will be offered in 1930-31:

**203-204. Epic Poetry.**—Vergil: a study of the Greco-Roman epic, its development, significance, and influence. Throughout the year. 6 s.h.

ASSISTANT PROFESSOR GATES

**205-206. Roman Dramatic Literature.**—Select Comedies of Plautus and Terence; select Tragedies of Seneca. Rapid reading course. Throughout the year. **6 s.h.**  
ASSISTANT PROFESSOR GATES

**209-210. Vulgar Latin and Introduction to Romance Philology.**—  
[Not offered in 1930-31]

**216. Roman Topography and Remains.**—Lectures and reports. *Second semester.* **3 s.h.**  
PROFESSOR ROSBOROUGH

FOR GRADUATES

**301-302. Roman Life.**—  
[Not offered in 1930-31]

**309-310. Sight Reading and Composition.**—  
[Not offered in 1930-31]

**311. Latin Inscriptions.**—Introductory course in Latin Epigraphy with study of inscriptions for their linguistic, historical, and literary significance. *First semester.* **3 s.h.**  
PROFESSOR ROSBOROUGH

**321-322. Seminar.**—Training in criticism and research. In 1930-31 the work will probably be based on Plautus. Throughout the year. **6 s.h.**  
PROFESSOR ANDERSON

**325-326. Linguistics.**—The forms and flexions of Latin and Greek; the development of the study of syntax among the Greeks; the historical syntax of Latin. Throughout the year. **6 s.h.**  
PROFESSOR ANDERSON

**331-332. Roman Historical Literature.**—  
[Not offered in 1930-31]

## DEPARTMENT OF MATHEMATICS

All the courses listed will not be given every year. For a major in this department the required number of hours must be made up from a group of courses approved by the department and not selected at random. Graduate students are expected to have undergraduate credit for several of the courses listed below before they begin their program of graduate work.

FOR SENIORS AND GRADUATES

**201. History of Mathematics.**—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. **3 s.h.**

Prerequisite, course 30.

PROFESSOR RANKIN

**204. Teaching of Mathematics.\***—This course is designed primarily for those who intend to teach high school and college mathematics. It deals with the recent changes in methods of studying mathematics. **3 s.h.**

Prerequisite, course 30.

PROFESSOR RANKIN

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\* This course carries graduate credit only for students whose major subject is education.

**225. Theory of Equations and Determinants.—3 s.h.**

ASSISTANT PROFESSOR PATTERSON

Prerequisite, course 25.

**231. Differential Equations.**—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. **3 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 30.

**235. Modern Higher Algebra.**—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. *Either semester.* **3 s.h.**

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 25.

**239-240. Advanced Calculus.**—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. **6 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 30.

**250. Modern Geometry.**—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high school geometry. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 25.

**255-256. Projective Geometry.**—The elements of projective geometry treated synthetically. Introduction to homogeneous coordinates with application to projective geometry. Study of different types of collineations. **6 s.h.**

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 25.

**259-260. Analytic Geometry of Space.**—The usual topics treated in cartesian and homogeneous coordinates. An introduction to differential geometry is included. **6 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 25.

**275. Probability.**—Introductory course. Combinatory analysis, mean values, Bernoulli's theorem, the probability integral, statistics. **3 s.h.**

ASSISTANT PROFESSOR MILES

Prerequisite, course 30.

**276. Probability.**—Continuation of course 275. Geometrical probability, probability of causes, theory of errors, applications. **3 s.h.**

ASSISTANT PROFESSOR MILES

**280. Fourier's Series and Spherical Harmonics.**—The properties of Fourier's Series and spherical harmonics with application to problems of mathematical physics. *Either semester.* **3 s.h.**

ASSISTANT PROFESSOR ROBISON

Prerequisite, course 30.

**284. Vector Analysis.**—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. **3 s.h.** PROFESSOR ELLIOTT

Prerequisite, course 30.

#### FOR GRADUATES

**325. Functions of a Real Variable.**—A study of some of the modern theories of integration, particularly those of Lebesgue, Stieltjes and Daniell. **6 s.h.** ASSISTANT PROFESSOR MILES

Prerequisite, course 240.

**330. Theory of Functions of a Complex Variable.**—Study of analytic functions; conformal representation; the theory of infinite series and products with application to hyperbolic and Gamma functions; study of double-periodic functions. **6 s.h.** ASSISTANT PROFESSOR ROBISON

Prerequisite, course 240.

**335. Infinite Series.**—The theory of convergence and the algebraic and functional properties of series; special types of series; infinite products; divergent series. **6 s.h.** ASSISTANT PROFESSOR ROBISON

Prerequisite, course 240.

**340. Integral Equations.**—A study of the Volterra and Fredholm integral equations with special reference to their application to boundary problems of differential equations. **6 s.h.** PROFESSOR ELLIOTT

Prerequisite, courses 230, 240.

**342. Theory of Differential Equations.**—Existence and nature of solutions of ordinary differential equations, algebraic theory of linear differential systems, boundary problems. **6 s.h.** PROFESSOR ELLIOTT

Prerequisites, courses 230, 240.

**345. Calculus of Variations.**—This course will take up the study of the calculus of variations after the methods of Euler, Jacobi, Weierstrass, and Bolza. **6 s.h.** ASSISTANT PROFESSOR HICKSON

Prerequisite, course 240.

**350. Differential Geometry.**—An elementary course in differential geometry. A study of the differential geometry of curves, surfaces, and curves on surfaces. **6 s.h.** ASSISTANT PROFESSOR HICKSON

Prerequisites, courses 230, 240.

**355. Algebraic Geometry.**—The general theory of algebraic curves with applications to cubic curves. Study of certain types of transformations. **3 s.h.** ASSISTANT PROFESSOR ROBISON

Prerequisite, course 255.

**375. Partial Differential Equations.**—A study of some of the important types of differential equations of mathematical physics. **6 s.h.**

Prerequisites, courses 230, 240. ASSISTANT PROFESSOR MILES

**380. Potential Theory.**—Newtonian and logarithmic potentials and their properties, Laplace's equation in potential theory and mathematical physics. **6 s.h.** ASSISTANT PROFESSOR MILES

## DEPARTMENT OF PHILOSOPHY

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

## FOR SENIORS AND GRADUATES

**203. The Philosophy of Conduct.**—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbook. Text used: Everett's *The World of Values*. 3 s.h.  
PROFESSOR CRANFORD

**204. Christian Ethics.**—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smythe's *Christian Ethics*. 3 s.h.  
PROFESSOR CRANFORD

**205-206. Idealism.**—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. Prerequisite, Philosophy 101 or 102. 6 s.h.  
PROFESSOR CRANFORD

**208. A Constructive Survey of Modern Science.**—An orientation course, designed to present a synthetic view of nature from the data of the modern sciences. It is aimed to be corrective of the tendencies toward over-specialization. Two lectures and one discussion hour. 3 s.h.  
ASSISTANT PROFESSOR RHINE

**213-214. Philosophy of the Seventeenth Century.**—The center of this course will be a detailed study of Spinoza's Ethics, but attention will be given to his contemporaries, Descartes and Leibnitz, and to the contrast between the rationalism of these thinkers and the empiricism of the British philosophers, Locke, Berkeley, and Hume. Lectures and reports. 6 s.h.  
PROFESSOR GILBERT

**215-216. History of Aesthetic.**—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, the sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. 6 s.h.  
PROFESSOR GILBERT

**231. History of Ancient Philosophy.**—The history of European philosophical speculation from its rise among the Greeks to the time of Proclus. Lectures, study of texts, reports. *First semester, M.W.F. 10.* 3 s.h.  
PROFESSOR WIDGERY

[Not given in 1930-31]



**232. History of Modern Philosophy.**—The history of occidental philosophy from Descartes to the middle of the nineteenth century, with special reference to Descartes, Spinoza, Leibnitz, Hume, Berkeley, Kant, and Hegel. Lectures, study of texts, reports. *Second semester, M.W.F. 10. 3 s.h.*

PROFESSOR WIDGERY

[Not given in 1930-31]

**233-234. Contemporary Philosophy.**—A study of the leading philosophical movements in Europe and America in the last fifty years. Lectures, discussions, and reports. Throughout the year. *M.W.F. 10. 6 s.h.*

PROFESSOR WIDGERY

**241. Comparative Ethics.**—A comparative study of the ethics of the great culture systems and religions, including Egyptian, Babylonian, Greek and Roman, Hindu, Buddhist, Zoroastrian, Jain, Confucian, Sikh, Jewish, Moslem, and Christian. Lectures and reports. *First semester, M.W.F. 11. 3 s.h.*

PROFESSOR WIDGERY

**242. Aesthetics.**—An analytic consideration of the beautiful, of aesthetic appreciation and artistic creation, with reference to classical periods in the history of art. Lectures, discussions, reports. *Second semester, M.W.F. 11. 3 s.h.*

PROFESSOR WIDGERY

[Not given in 1930-31]

**252. The Philosophy of History.**—An enquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, reports. *Second semester, M.W.F. 11. 3 s.h.*

PROFESSOR WIDGERY

**261-262. The Philosophy of Religion.**—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Prerequisite, SR 10<sup>a</sup> or SR 2<sup>a</sup> or SR 2<sup>b</sup>. Lectures, discussions, reports. **6 s.h.**

PROFESSOR WIDGERY

#### FOR GRADUATES

**301-302. Seminar in Philosophy.**—For the discussion of special problems, chiefly metaphysical. Two hours a week throughout the year. Time to be arranged. **4 s.h.**

PROFESSOR WIDGERY

### DEPARTMENT OF PHYSICS

#### FOR SENIORS AND GRADUATES

The following courses are arranged primarily for senior students, but they are open to graduate students. An elementary knowledge of the calculus and credit for 12 semester-hours in Physics is presumed in all of the following courses.

**201-202. Principles of Radio Transmission and Reception.**—A course covering the general theory of wave propagation and including a study of inductance, capacity, induction coils, oscillatory discharge, high frequency generators and transformers, and the various methods of detecting electromagnetic waves. **6 s.h.**

ASSISTANT PROFESSOR COLLINS



**203-204. Analytical Mechanics.**—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics, of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. *M.W.F. at 9:30. 6 s.h.* ASSISTANT PROFESSOR COLLINS

**205. Physical Optics.**—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and pre-medical students. The course is based on Taylor's *Advanced Optics*. *First semester, M.W.F. at 12. 3 s.h.* PROFESSOR HATLEY

**206. Modern Physics.**—A lecture course consisting of a rapid review of the entire field of physics with special emphasis on the outstanding experiments underlying modern physics. *Second semester, M.W.F. at 12. 3 s.h.* PROFESSOR HATLEY

**207-208. Electricity and Magnetism.**—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's *Electricity and Magnetism* is used as the basis of the lectures. Smith's *Electrical Measurements* is used as a guide in the laboratory exercises. Two lectures and one laboratory period a week, throughout the year. **6 s.h.** PROFESSOR EDWARDS

[Under special conditions a credit of either 2 or 4 semester-hours may be arranged.]

**209. Thermodynamics.**—Thermodynamics is the science on which is based all of the physico-chemical sciences. This introductory course deals with basic principles freed from all unnecessary complications. Hence it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies. *First semester, M.W.F. at 8:30. 3 s.h.* PROFESSOR EDWARDS

#### FOR GRADUATES

**301-302. Advanced Physical Laboratory.**—Mechanics, heat, radiation, electrical measurements, ionization, and radio activity. This course involves exact measurements in all the fields indicated. Classical experiments are repeated by much the same methods as were employed by the original investigators. Two laboratory periods per week. **2-6 s.h.**

PROFESSORS EDWARDS AND HATLEY, ASSISTANT  
PROFESSORS COLLINS AND NIELSEN

**304. Kinetic Theory of Gases.**—Fundamental ideas of equations of state, laws of gases, Maxwell's distribution law, equipartition law, viscosity, diffusion, thermal conductivity, and specific heats. *Second semester. 3 s.h.* PROFESSOR ———

**205-206. Theoretical Physics.**—This is an advanced course in general physics covering the elementary mathematical theory of mechanics, electrodynamics, hydrodynamics, thermodynamics, etc. A knowledge of the calculus is presumed and it is desirable that a student take concurrently Differential Equations. *M.W.Th.F. at 8:30. 8 s.h.*

ASSISTANT PROFESSOR NIELSEN

**207-208. Light.**—6 s.h.

PROFESSOR HATLEY

**309. Conduction of Electricity Through Gases.**—Electron theory of gaseous conduction. *First semester.* 3 s.h.

PROFESSOR EDWARDS

**312. Spectroscopy.**—A laboratory course interspersed with occasional lectures dealing with standard practice in spectroscopy. *Second semester, M.W.F. at 8:30.* 3 s.h.

PROFESSOR EDWARDS

**313-314. Thermionic Vacuum Tubes and Radio-Frequency Measurements.**—A laboratory course in radio measurements. Course 201-202 is a prerequisite of this course. 6 s.h.

ASSISTANT PROFESSOR COLLINS

**315-316. Quantum Theory.**—Application of the quantum theory to photo-electricity, resonance and ionization potentials, X-rays, radioactivity, spectral lines and fine structure, Stark and Zeeman effects, thermal radiation, and specific heats. Three lectures per week. Prerequisite, Theoretical Physics. 6 s.h.

ASSISTANT PROFESSOR NIELSEN

**317. Electron Theory.**—This course deals with such phases as the charge and mass of the electron, scattering of high speed charged particles by thin foils of matter, isotopes, atomic disintegration, nuclear and atomic structure, radiation, and ionization potentials. *First semester.* 3 s.h.

PROFESSOR HATLEY

**320. X-rays.**—The properties of X-rays are interpreted in terms of the interaction between radiation and electrons. An effort is made to gain from a study of available X-ray data a better understanding of the structure of the atom and of the nature of X-rays themselves. *Second semester.* 3 s.h.

PROFESSOR HATLEY

## DEPARTMENT OF PSYCHOLOGY

FOR SENIORS AND GRADUATES

**201. Social Psychology.**—Lectures, readings, and reports. *First semester, M.W.F.* 3 s.h.

PROFESSOR McDUGALL

**202. Abnormal Psychology.**—Lectures, readings, and reports. *Second semester, M.W.F.* 3 s.h.

PROFESSOR McDUGALL

**203. Advanced Experimental Psychology.**—A laboratory course designed to give first-hand acquaintance with experimental technique and methodology. *First semester, M.W.F.* Six laboratory hours. 3 s.h.

ASSISTANT PROFESSOR ZENER

**209. Experimental Psychology: Problems and Theories.**—An historical survey of experimental psychology, with a critical study of selected problems and theories. *First semester, M.W.F.* 3 s.h.

ASSISTANT PROFESSOR ZENER

**204. Physiological Psychology: Nerve Conduction and Reflex Action.**—A consideration of the functional properties of the nervous system. Two hours lecture, six hours laboratory. *Second semester, M.W.F.* 4 s.h.

ASSISTANT PROFESSOR ZENER

[Not offered in 1930-31]

**206. Physiological Psychology: Development of Structure.**—A study of the structure and function of the central nervous system from the embryological and comparative viewpoints. Two hours lecture, six hours laboratory. *Second semester, M.W.F. 4 s.h.*

ASSISTANT PROFESSOR ZENER

[Not offered in 1930-31]

**220. Advanced Psychology of Religion.**—See Religious Education.

PROFESSOR HICKMAN

**219. Introduction to the Psychology of Religion.**—See Religious Education.

PROFESSOR HICKMAN

**224. A Constructive Survey of Modern Science.**—See Philosophy.

ASSISTANT PROFESSOR RHINE

#### FOR GRADUATES

**300. Seminar in Advanced Psychology.**—Seminar on special problems. Two-hour session twice a week. *Second semester.*

PROFESSOR McDUGALL

### DEPARTMENT OF RELIGION\*

#### NEW TESTAMENT

##### FOR SENIORS AND GRADUATES

**213-214. The Beginnings of Christianity.**—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. *M.W.F. at 9:30. 6 s.h.*

PROFESSOR BRANSCOMB

**217. The New Testament in Greek.**—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR BRANSCOMB

**218. The Exegesis of Selected Books of the New Testament.**—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR RUSSELL

**219. Life of Paul.**—A study of Paul's life on the basis of Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. *3 s.h.*

PROFESSOR MYERS

[Not offered in 1930-31]

##### FOR GRADUATES

**311. The Life and Teachings of Jesus.**—Prerequisite, New Testament 213. *Th.F.S. at 11. 3 s.h.*

PROFESSOR BRANSCOMB

\* Candidates for the degree of Master of Arts in the School of Religion must comply with the special requirements printed on page 25 of this catalogue.

**312. New Testament Theology.**—The teaching of the books of the New Testament in their historical development. Prerequisite, New Testament 311. *M.T.W. at 11.* PROFESSOR RUSSELL

**313. The Exegesis of Selected Books of the New Testament.**—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament 217, or its equivalent. *Th.F.S. at 11.* 3 s.h. PROFESSOR RUSSELL

**314. The Exegesis of Selected Books of the New Testament.**—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament 213-214, or its equivalent. *Th.F.S. at 11.* 3 s.h. PROFESSOR BRANSCOMB

**315. Judaism at the Beginning of the Christian Era.**—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214, or its equivalent. *Th.F.S. at 11.* 3 s.h. PROFESSOR BRANSCOMB

[Not offered in 1930-31]

**316. Hellenistic Religions at the Beginning of the Christian Era.**—Prerequisite, New Testament 213-214. *Th.F.S. at 11.* 3 s.h. PROFESSOR RUSSELL

[Not offered in 1930-31]

## OLD TESTAMENT

### FOR SENIORS AND GRADUATES

**201-202. Introductory Hebrew.**—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. *T.Th.S. at 8:30.* 6 s.h. PROFESSOR GODBEY

**203-204. Introduction to the Old Testament.**—The origin, literary form and contents of the books of the Old Testament in their historical setting. *M.W.F. at 8:30.* 6 s.h. PROFESSOR RUSSELL

### FOR GRADUATES

**301. Old Testament Theology.**—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. *M.T.W. at 11.* 3 s.h. PROFESSOR RUSSELL

**302. The Exegesis of Selected Books of the Old Testament.**—The books to be studied will be chosen from the following list: Job, Second Isaiah, Zechariah, the Psalms. The study will be based on the English text. *Th.F.S. at 11.* 3 s.h. PROFESSOR RUSSELL

**305-306. Pre-Mosaic Hebrew Religion.**—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Greek required. *M.W.F. at 12.* 6 s.h.

**307-308. The Old Testament in Hebrew.**—Parts of the pentateuch are read during the first semester. Selections from the prophets are the basis for the study in the second semester. Prerequisite, Old Testament 201-202 or equivalent. *Th.F.S. at 12. 6 s.h.* PROFESSOR GODBEY

**309-310. Ancient Oriental History.**—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. *M.T.W. at 8:30. 6 s.h.* PROFESSOR GODBEY

### CHRISTIAN DOCTRINE

#### FOR GRADUATES

**321. Introduction to the Science of Theology.**—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. *M.W.F. at 8:30. 3 s.h.* PROFESSOR ROWE

**322. The Content of Christian Doctrine.**—A comprehensive survey of the leading doctrines of Christianity in the light of religious thought and experience of the present age. *M.W.F. at 8:30. 3 s.h.* PROFESSOR ROWE

**323. Theology in Ancient and Medieval Christianity.**—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. *M.T.W. at 9:30. 3 s.h.* PROFESSOR ROWE

**324. Theology in Modern Christianity.**—The history of Christian thought from the beginning of the Reformation to the present time. *M.T.W. at 9:30. 3 s.h.* PROFESSOR ROWE

**325. Soteriology.**—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. *M.T.W. at 9:30. 3 s.h.* PROFESSOR ROWE

[Not offered in 1930-31]

**326. Eschatology.**—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. *M.T.W. at 9:30. 3 s.h.* PROFESSOR ROWE

[Not offered in 1930-31]

### HISTORY OF RELIGION AND MISSIONS

#### FOR SENIORS AND GRADUATES

**281. The Nature and Early Development of Religion.**—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR CANNON



**282. Living Religions of the World.**—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR CANNON

**283. Expansion of Christianity.**—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. *T.Th.S. at 11. 3 s.h.*

PROFESSOR CANNON

**284. Principles of Missions.**—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. *M.T.W. at 11. 3 s.h.*

PROFESSOR CANNON

#### FOR GRADUATES

**381. Leading Ideas of Religion.**—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. *M.W.F. at 9:30. 3 s.h.*

PROFESSOR CANNON

**382. Leading Ideas of Religion.**—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. *M.W.F. at 9:30. 3 s.h.*

PROFESSOR CANNON

**383. Buddhism.**—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion and Missions 282. *M.W.F. at 9:30. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1930-31]

**384. Mohammedanism.**—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion and Missions 282. *M.W.F. at 9:30. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1930-31]

**385. Christianity and World Movements.**—Relation of Christianity to significant world movements, race, war, industry, world peace. *T.Th.S. at 11. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1930-31]

**386. Missionary Problems.**—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualifications and training of candidates, education and other selected problems. Prerequisite, History of Religion and Missions 283 or 284. *T.Th.S. at 11. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1930-31]



## CHURCH HISTORY

## FOR SENIORS AND GRADUATES

**233. Church History to the Reformation.**—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. *M.W.F. at 11. 3 s.h.* PROFESSOR GARBER

**234. History of the Evangelical Movement.**—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *M.W.F. at 11. 3 s.h.* PROFESSOR GARBER

## FOR GRADUATES

**333. The Denominations in America: the Colonial Period.**—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History 233-234. *M.W.F. at 9:30. 3 s.h.* PROFESSOR GARBER

**334. The Denominations in America: the National Period.**—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education and modern theological issues. Prerequisite, Church History 233-234. *M.W.F. at 9:30. 3 s.h.* PROFESSOR GARBER

**335. Methodism.**—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist church in America, and distinctive principles of Methodism. Prerequisite, Church History 233-234. *M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

**336. Great Men of the Christian Church.**—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. *M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

**337. Protestantism and Catholicism in Europe since 1800.**—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism; relations of church and state; German theology of the nineteenth century; and the Oxford movement. Prerequisite, Church History 233-234. *M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

[Not offered in 1930-31]

## RELIGIOUS EDUCATION

## FOR SENIORS AND GRADUATES

**261. Administration and Supervision of Religious Education.**—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. *T.Th.S. at 12. 3 s.h.* PROFESSOR ———

**262. Surveys, Tests, and Measurements.**—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. *T.Th.S. at 12. 3 s.h.* PROFESSOR ———

**265. Curriculum of Religious Education.**—Study of various theories of the curriculum of religious education, conception of the curriculum as enriched and controlled experience, analysis of existing curricula and critical evaluation of same. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE  
[Not offered in 1930-31]

**267. Religious Education in the Community.**—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

**268. Materials of Character Education.**—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR SPENCE

**269. Principles and Program of Character Education.**—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education, the development of character education in the public schools will also be carefully surveyed. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ———

**270. Religious Education in the Home.**—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ———

**271. Research in Religious Education.**—For advanced students and especially those majoring in religious education. Offers direction in the use of various techniques and methods for both field and library investigations. (All professors in the department are available for special counsel.) *T.Th.S. at 12. 3 s.h.*

PROFESSOR ———

**272. Philosophy of Religious Education.**—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, Religious Education 261. *T.Th.S. at 12. 3 s.h.*

PROFESSOR ———

**273. Curriculum Construction.**—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR SPENCE

[Not offered in 1930-31]

**275. Introduction to the Psychology of Religion.**—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *T.Th.S. at 8:30. 3 s.h.* PROFESSOR HICKMAN

**276. Advanced Psychology of Religion.**—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education 275 or its equivalent. *T.Th.S. at 8:30. 3 s.h.* PROFESSOR HICKMAN

#### FOR GRADUATES

**371. The Religious Experience of the Child.**—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. *M.T.W. at 11. 3 s.h.* PROFESSOR HICKMAN

**372. The Religious Experience of Youth.**—(Continues the study begun in Religious Education 371 and is along the same lines.) Prerequisite, one course in general psychology. *M.T.W. at 11. 3 s.h.*

PROFESSOR HICKMAN

**373. The Psychology of Mysticism.**—A brief historical review of the principal phases of mysticism in religion, followed by a psychological analysis to estimate the abiding worth of mysticism in religious experience. Prerequisite, Religious Education 275 or equivalent. *M.W.F. at 11. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1930-31]

#### HOMILETICS AND PRACTICAL THEOLOGY

##### FOR SENIORS AND GRADUATES

**251. The Church and Rural Sociology.**—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

**252. Rural Church Administration.**—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

##### FOR GRADUATES

**343. Psychology of Preaching.**—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1930-31]

**344. History of Preaching.**—An historical study of the development of Christian preaching from the apostolic period to the present time. Em-

phasis is laid upon the personality and the homiletical methods of great preachers, studied in their true historical perspective. *T.Th.S. at 9:30.*  
**3 s.h.** PROFESSOR HICKMAN

[Not offered in 1930-31]

## DEPARTMENT OF ROMANCE LANGUAGES

### FOR SENIORS AND GRADUATES

**215-216. The Modern French Novel.**—A survey from Madam de Lafayette to Paul Bourget with particular reference to the effect of literary movements upon the evolution of novel technique. **6 s.h.**

PROFESSOR JORDAN

**217-218. The French Language.**—French phonetics, composition, dictation, conversation, lectures in French. **6 s.h.**

PROFESSOR WEBB

**219. Old French.**—An introduction to the Old French language and literature. Brief study of Old French grammar; the *Chanson de Roland*; lectures. **3 s.h.**

PROFESSOR COWPER

**220. Old French.**—Types of Old French literature. Reading of typical *Romans d'aventure*, lectures. **3 s.h.**

PROFESSOR COWPER

**221. Rousseau and the Beginnings of Romanticism.**—**3 s.h.**

PROFESSOR COWPER

[Not offered when Old French is given]

### FOR GRADUATES

**French 223-224.**—A study of the literary and critical theories underlying the movements of realism and naturalism. Representative authors of the period 1850-90 are read, and individual problems are assigned, mainly in the field of the novel. **6 s.h.**

PROFESSOR JORDAN

## DEPARTMENT OF SOCIOLOGY

### FOR SENIORS AND GRADUATES

**205. Social Pathology.**—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. *First semester, M.W.F. at 11.* **3 s.h.**

PROFESSOR ELLWOOD

**206. Criminology.**—Prerequisite, course 1. A study of the original tendencies of man and the problem of socializing these tendencies; the relation of physical and mental defectiveness and untoward influences in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. *Second semester, M.W.F. at 11.* **3 s.h.**

PROFESSOR ELLWOOD

**212. Child Welfare.**—A study of heredity and environment as factors in personality development; infant conservation; welfare responsibilities of the school, emphasizing the physical and mental well-being of the child, play, and compulsory and industrial education; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. **3 s.h.**

[Not offered in 1930-31]

**213. Constructive Social Policies.**—An intensive study of the theories and legislation dealing with such problems as compensation, vocational re-education, and other methods of social insurance and social improvement. **2 s.h.**

[Not offered in 1930-31]

**215. Rural Sociology.**—A study of social conditions in rural communities and their improvement. Definite rural social problems are studied such as the drift to the cities, farming as an occupation, land problems, farm labor problems, coöperation, the rural school, the rural church, rural health and sanitation, the rural home, the social center. **3 s.h.**

[Not offered in 1930-31]

**216. Urban Sociology.**—A study of the organization and social problems of urban communities, with special reference to social technology or the improvement of social and living conditions. The following subjects are treated: Municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure-time activities, and civic art. **3 s.h.**

[Not offered in 1930-31]

**217. General Anthropology.**—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. Lectures and assigned reading. **3 s.h.**

[Not offered in 1930-31]

**218. Cultural Anthropology.**—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. Lectures and assigned reading. **3 s.h.**

[Not offered in 1930-31]

**227. Emigration and Immigration.**—A study of territorial movements of population with especial reference to Europe and America. Causes and extent of migration; its effect upon American and European society; origin and characteristics of immigrant groups and their organization in the New World; problems, agencies and processes of assimilation. **2 s.h.**

[Not offered in 1930-31]



**219. Principles of Sociology.**—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. Discussions and papers by the class. *First semester, T.Th.S. at 11. 3 s.h.*

PROFESSOR ELLWOOD

**220. History of Social Philosophy.**—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumpłowicz, Ratzenhofer, and Ward, will, among others, be considered. A large amount of assigned reading will be required in this course. The student is advised to correlate this course with related courses in economics, history, political science, and philosophy. *Second semester, T.Th.S. at 11. 3 s.h.*

PROFESSOR ELLWOOD

**222. Methods of Social Research.**—A study of the various methods of research and investigation that can be applied to the study of social phenomena. Considerable time is given to the study of social statistics and the social survey. Special problems are assigned for research and field work. **3 s.h.**

[Not offered in 1930-31]

#### FOR GRADUATES

**330. Seminar.**—Research work upon special problems in sociology and social work. One hour session each week. **2 s.h.**

PROFESSOR ELLWOOD

### THE SUMMER SCHOOL

The Duke University Summer School is divided into two terms of six weeks each. Many courses giving graduate credit are offered by members of the University Faculty and by visiting professors. A bulletin containing information regarding the graduate courses to be offered during the summer of 1930 may be obtained by addressing the Director of the Summer School, Duke University, Durham, N. C. Summer school graduate students who desire to be admitted as candidates for advanced degrees should make application to the Dean of the Graduate School and furnish official transcripts of the work done for the bachelor's degree. Such application may be made by correspondence, or in person during the first week of each summer term.





THE SCHOOL OF RELIGION



# THE SCHOOL OF RELIGION

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## HISTORICAL STATEMENT

The present Duke University has been gradually developed from a simple beginning in a local school established in the northwestern part of Randolph County, North Carolina, in 1838. This school was enlarged in 1840 and named Union Institute. In 1841 it was incorporated as Union Institute Academy by the legislature of North Carolina. Under the leadership of President Braxton Craven, the academy grew into an institution chartered as Normal College in 1851. An amendment to the charter in November, 1852, authorized Normal College to grant degrees, and two students were graduated in 1853 with the degree of bachelor of arts.

In 1859 the charter of Normal College was amended to place the institution under the control of the Methodist Episcopal Church, South, and the name was changed to Trinity College. Dr. John Franklin Crowell became president of Trinity College in 1887. The most important achievement of his administration was the removal of the college to Durham, North Carolina, which was accomplished by September, 1892.

President Crowell resigned in 1894 and was succeeded by the Reverend John Carlisle Kilgo, D.D. During President Kilgo's administration the endowment of Trinity College was greatly increased, the Library and other important buildings were erected, and notable progress was made in increasing the variety and improving the quality of the courses of instruction. A School of Law was established in 1904 by the gift of Messrs. James B. and Benjamin N. Duke. In 1910 President Kilgo was succeeded by Dr. William Preston Few.

Trinity College has experienced a great expansion in faculty, endowment, buildings, and equipment during President Few's administration. In December, 1924, Mr. James B. Duke established a \$40,000,000 trust fund for educational and charitable purposes. Trinity College accepted the terms of the indenture of trust on December 29, 1924, and on the following day the name of the institution was changed to Duke University.

Mr. Duke's death in 1925 was followed by the announcement of munificent provisions in his will for the development of the University which bears his family name.

### SCHOOL OF RELIGION

Trinity College was established by Christian men for the purpose of providing education for young men and women under distinctively Christian auspices. There has been no departure from this clearly defined aim. On the contrary there has been ever-increasing emphasis placed upon this feature of the work of the college, especially in the provision in the curriculum for a great variety of courses on the Bible and other religious subjects.

Through the gift of Mr. James B. Duke, the School of Religion and its curriculum have been separated from the work of the Department of Religion in Trinity College. Among those for whom his gift was intended Mr. Duke placed ministers first. He felt sure that his native state of North Carolina stood in need first of a better educated and more efficiently trained ministry. The organization of the School of Religion of Duke University, the first of the professional schools to start its work, is the carrying out of this intention on the part of Mr. Duke. The work of the School began with the academic year 1926-27, though the exercises formally opening the School were not held until November 9, 1926.

Duke University retains the same close relationship which Trinity College always held to the Conferences in North Carolina of the Methodist Episcopal Church, South. This legal relationship has always been broadly interpreted. Members of all other Christian denominations, as well as Methodists, will be made to feel welcome in the School of Religion and may be assured that the basis on which the work is conducted is broadly catholic and not narrowly denominational.

### THE PURPOSE OF THE SCHOOL OF RELIGION

Christian work has now expanded to the extent that it covers far more than the work of a preacher or minister. The School of Religion of Duke University purposes to offer training for all types of Christian service. This will include missionaries, teachers of Bible and other religious subjects in the

schools and colleges of the Church, directors of religious education, and social workers. In the future it is planned to fit the courses more completely to the needs of these workers. Still it must be kept clear that the minister in charge of a church, who is placed before the people to preach the Gospel of Christ, is the center and key to the whole problem of Christian work in the church. It is felt with strong conviction that the training of all Christian workers should be maintained on a high level. Consequently this School of Religion is organized on a strictly graduate basis. It is sincerely hoped that the standard thus set may increasingly influence the type of men and women entering Christian work and may lead them to demand the best of themselves in the prosecution of the work of Christ among men.

#### RELATION OF THE SCHOOL OF RELIGION TO DUKE UNIVERSITY

As one of the coördinate schools of Duke University, the School of Religion is in closest touch with the other schools, particularly with Trinity College and with the Graduate School. Correspondence is invited from those who are interested in the possibility of securing degrees other than that of Bachelor of Divinity, which is granted upon recommendation of the faculty of the School of Religion. Seniors in Trinity College are admitted to certain courses in the School of Religion. Various privileges of Duke University are open to students of the School of Religion. Students in the School of Religion are expected to take part in the religious and social life of the University campus and to share in athletic interests and activities.

#### REQUIREMENTS FOR ADMISSION

Candidates for matriculation must be graduates of colleges of recognized standing. They will be admitted without examination on presentation of an official transcript of all college credits and such other credits as they may have secured. This applies to students coming from foreign countries as well as to students from institutions in the United States. They must satisfy the faculty as to their Christian character and purpose. To this end a letter regarding a student's character and purpose from the pastor of his home church, a church official, or



some faculty member in the college where he did his undergraduate work, should be presented at the time of admission. Women will be admitted on the same conditions as men.

### ADMISSION TO ADVANCED STANDING

Students coming from colleges where departments of religion are maintained may be admitted to advanced courses in departments of the School of Religion in which they have done previous work as undergraduates. After one semester in residence, completing at least twelve semester-hours of work, students may make application to the faculty of the School of Religion for credit toward the Bachelor of Divinity degree for courses of senior-graduate rank taken as undergraduates.

### PART TIME SCHEDULES

Students who are not giving full time to their studies in the School of Religion may carry only limited schedules of class work.

### REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Divinity will be conferred by Duke University on students in the School of Religion who satisfactorily complete the prescribed course of study, which consists of ninety semester-hours of work and a thesis. The course is planned to cover three years, of two semesters each, and students are urged to plan to spend in their theological studies the full time thus designated. In no case will the degree of Bachelor of Divinity be conferred on a student until he has spent at least two full semesters in residence in the School of Religion, and has satisfactorily completed a minimum of twenty-four semester-hours of work.

### THESIS

A thesis is required of all candidates for the degree of Bachelor of Divinity. It shall be of such a character as shall evidence a knowledge of the methods of research and an ability to conduct independent investigations. It shall be written upon some topic in the major field of study. The subject of the thesis must be approved by the professor in charge of the major field, and filed with the Dean of the School of Religion on or before November 1 of the academic year in which it is expected that

the degree will be conferred. The thesis shall be prepared under the supervision and guidance of the professor in charge of the major field. No student shall be allowed to write his thesis *in absentia* except on the approval of the dean and the professor in charge of the thesis. In all such cases regular reports as to the progress of the thesis must be made to the professor in charge.

The thesis shall be read by a committee of three members of the faculty of the School of Religion, one of whom shall be the professor under whose direction the thesis has been written, and two other members appointed by the dean, one of whom shall be of a department other than that in which the thesis is written. Each candidate shall be examined orally on his thesis by the committee appointed to read it, said examination not to exceed one hour in length. The thesis must be satisfactory to a majority of the members of the examining committee, including the representative of the department in which the thesis was written.

Three bound typewritten copies of the thesis must be submitted to the Dean of the School of Religion on or before May 15 of the year in which the degree is to be conferred. Theses submitted after that date shall not be considered as fulfilling the requirements for graduation in that academic year.

# REQUIREMENTS FOR THE DEGREE OF BACHELOR OF DIVINITY

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## GENERAL REQUIREMENTS

A candidate for the degree of Bachelor of Divinity must complete satisfactorily forty-five semester-hours of required work. These general requirements are divided among the departments of instruction in the following manner:

Old Testament	6 s.h.
New Testament	9 s.h.
Christian Doctrine	6 s.h.
Church History	6 s.h.
Homiletics and Practical Theology	6 s.h.
Religious Education	6 s.h.
History of Religion and Missions	6 s.h.
	<hr style="width: 10%; margin-left: 0;"/> 45 s.h.

## MAJOR ELECTIVES

Each student must select a major field in which he shall elect twelve semester-hours. This choice must be made by the end of the Middle year. A student may major in any of the departments of the School of Religion. He may also major in English Bible. To do this, he must complete in addition to the required work in the departments of Old Testament and New Testament nine semester-hours in the department of Old Testament and six semester-hours in the department of New Testament, exclusive of language.

12 s.h.

## FREE ELECTIVES

Thirty-three semester-hours are designated as free electives. These are to be elected by the student, subject to the approval of the faculty.

33 s.h.

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90 s.h.

## REQUIRED COURSES AND ELECTIVES BY DEPARTMENTS

### OLD TESTAMENT

*General requirement:*

203-204. Introduction to the Old Testament	6 s.h.
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*Major and free electives:*

201-202. Introductory Hebrew	6 s.h.
301. Old Testament Theology	3 s.h.
302. The Exegesis of Selected Books of the Old Testament	3 s.h.
305-306. Pre-Mosaic Hebrew Religion	6 s.h.
307-308. The Old Testament in Hebrew	6 s.h.
309-310. Ancient Oriental History	6 s.h.

**NEW TESTAMENT***General requirement:*

213-214. The Beginnings of Christianity	6 s.h.
311. The Life and Teachings of Jesus	3 s.h.

*Major and free electives:*

211-212. Hellenistic Greek	6 s.h.
217. The New Testament in Greek	3 s.h.
218. The Exegesis of Selected Books of the New Testament	3 s.h.
219. Life of Paul	3 s.h.
312. New Testament Theology	3 s.h.
313-314. The Exegesis of Selected Books of the New Testament	6 s.h.
315. Judaism at the Beginning of the Christian Era	3 s.h.
316. Hellenistic Religions at the Beginning of the Christian Era	3 s.h.

**CHRISTIAN DOCTRINE***General requirement:*

321. Introduction to the Science of Theology	3 s.h.
322. The Content of Christian Doctrine	3 s.h.

*Major and free electives:*

221. The Philosophy of Conduct	3 s.h.
222. Christian Ethics	3 s.h.
223-224. Idealism	6 s.h.
323. Theology in Ancient and Medieval Christianity	3 s.h.
324. Theology in Modern Christianity	3 s.h.
325. Soteriology	3 s.h.
326. Eschatology	3 s.h.

Additional courses for a major in this department are Old Testament 301 and New Testament 312.

**CHURCH HISTORY***General requirement:*

233. Church History to the Reformation	3 s.h.
234. The History of the Evangelical Movement	3 s.h.

*Major and free electives:*

333. The Denominations in America: the Colonial Period	3 s.h.
334. The Denominations in America: the National Period	3 s.h.
335. Methodism	3 s.h.

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|---|--------|
| 336. Great Men of the Christian Church                  | 3 s.h. |
| 337. Protestantism and Catholicism in Europe since 1800 | 3 s.h. |

#### HOMILETICS AND PRACTICAL THEOLOGY

##### *General requirement:*

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|---|--------|
| 341. Homiletics, <i>and either</i>      | 3 s.h. |
| 342. Sermon Construction, <i>or</i>     | 3 s.h. |
| 343. Psychology of Preaching, <i>or</i> | 3 s.h. |
| 344. History of Preaching, <i>or</i>    | 3 s.h. |
| 345. Pastoral Administration, <i>or</i> | 3 s.h. |
| 346. Pastoral Administration            | 3 s.h. |

##### *Major and free electives:*

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|-------------------------------------|--------|
| 251. The Church and Rural Sociology | 3 s.h. |
| 252. Rural Church Administration    | 3 s.h. |
| 255. Social Pathology               | 3 s.h. |
| 257. Principles of Sociology        | 3 s.h. |
| 342. Sermon Construction            | 3 s.h. |
| 343. Psychology of Preaching        | 3 s.h. |
| 344. History of Preaching           | 3 s.h. |
| 345-346. Pastoral Administration    | 6 s.h. |
| 348. Church Music and Religious Art | 3 s.h. |

#### RELIGIOUS EDUCATION

##### *General requirement:*

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| 261. Administration and Supervision of Religious Education | 3 s.h. |
| 275. Introduction to the Psychology of Religion            | 3 s.h. |

##### *Major and free electives:*

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| 262. Surveys, Tests, and Measurements              | 3 s.h. |
| 265. Curriculum of Religious Education             | 3 s.h. |
| 266. Religious Drama                               | 3 s.h. |
| 267. Religious Education in the Community          | 3 s.h. |
| 268. Materials of Character Education              | 3 s.h. |
| 269. Principles and Program of Character Education | 3 s.h. |
| 270. Religious Education in the Home               | 3 s.h. |
| 271. Research in Religious Education               | 3 s.h. |
| 272. Philosophy of Religious Education             | 3 s.h. |
| 273. Curriculum Construction                       | 3 s.h. |
| 276. Advanced Psychology of Religion               | 3 s.h. |
| 371. The Religious Experience of the Child         | 3 s.h. |
| 372. The Religious Experience of Youth             | 3 s.h. |
| 373. The Psychology of Mysticism                   | 3 s.h. |

#### HISTORY OF RELIGION AND MISSIONS

##### *General requirement:*

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|--|--------|
| 281. The Nature and Early Development of Religion, <i>or</i> | 3 s.h. |
| 282. Living Religions of the World, <i>and either</i>        | 3 s.h. |
| 283. Expansion of Christianity, <i>or</i>                    | 3 s.h. |
| 284. Principles of Missions                                  | 3 s.h. |

*Major and free electives:*

281. The Nature and Early Development of Religion	3 s.h.
282. Living Religions of the World	3 s.h.
283. Expansion of Christianity	3 s.h.
284. Principles of Missions	3 s.h.
381. Leading Ideas of Religion (God, Sin, and Salvation)	3 s.h.
382. Leading Ideas of Religion (Future Life and Ethics)	3 s.h.
383. Buddhism	3 s.h.
384. Mohammedanism	3 s.h.
385. Christianity and World Movements	3 s.h.
386. Missionary Problems	3 s.h.

## DISTRIBUTION OF COURSES BY YEARS

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 JUNIOR YEAR

Old Testament	6 s.h.
New Testament	6 s.h.
Church History	6 s.h.

The remaining twelve semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theology, Religious Education, History of Religion and Missions, but not more than six semester-hours shall be taken in one department.

12 s.h.

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 30 s.h.

## MIDDLE YEAR

New Testament	3 s.h.
Christian Doctrine	6 s.h.

The remaining twenty-one semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theology, Religious Education, History of Religion and Missions, major electives, free electives; but not more than twelve semester-hours shall be taken in one department.

21 s.h.

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 30 s.h.

## SENIOR YEAR

In the Senior year the student must fulfill all general requirements not completed in the Junior and Middle years. The remainder of the work is elective.

30 s.h.



## COURSES OF INSTRUCTION

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### OLD TESTAMENT

*Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.*

**201-202. Introductory Hebrew.**—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. **6 s.h.**

PROFESSOR GODBEY

**203-204. Introduction to the Old Testament.**—The origin, literary form, and contents of the books of the Old Testament in their historical setting. **6 s.h.**

PROFESSOR RUSSELL

**301. Old Testament Theology.**—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. **3 s.h.**

PROFESSOR RUSSELL

**302. The Exegesis of Selected Books of the Old Testament.**—The books to be studied will be chosen from the following list: Job, Second Isaiah, Zechariah, the Psalms. The study will be based on the English text. **3 s.h.**

PROFESSOR RUSSELL

**305-306. Pre-Mosaic Hebrew Religion.**—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Hebrew required. **6 s.h.**

PROFESSOR GODBEY

**307-308. The Old Testament in Hebrew.**—Parts of the Pentateuch are read during the first semester. Selections from the Prophets are the basis for the study in the second semester. **6 s.h.**

PROFESSOR GODBEY

**309-310. Ancient Oriental History.**—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. **6 s.h.**

PROFESSOR GODBEY

### NEW TESTAMENT

**211-212. Hellenistic Greek.**—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. **6 s.h.**, provided the student takes New Testament 217-218 the following year.

PROFESSOR BRANSCOMB

**213-214. The Beginnings of Christianity.**—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. **6 s.h.**

PROFESSOR BRANSCOMB

**217. The New Testament in Greek.**—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. **3 s.h.**

PROFESSOR BRANSCOMB

**218. The Exegesis of Selected Books of the New Testament.**—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. **3 s.h.**

PROFESSOR RUSSELL

**219. Life of Paul.**—A study of Paul's life on the basis of the Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. **3 s.h.**

PROFESSOR MYERS

[Not offered in 1930-31]

**311. The Life and Teachings of Jesus.**—Prerequisite, New Testament 213-214. **3 s.h.**

PROFESSOR BRANSCOMB

**312. New Testament Theology.**—The teaching of the books of the New Testament in their historical development. Prerequisite, New Testament 311. **3 s.h.**

PROFESSOR RUSSELL

**313. The Exegesis of Selected Books of the New Testament.**—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament 217, or its equivalent. **3 s.h.**

PROFESSOR RUSSELL

**314. The Exegesis of Selected Books of the New Testament.**—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament 213-214, or its equivalent. **3 s.h.**

PROFESSOR BRANSCOMB

**315. Judaism at the Beginning of the Christian Era.**—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214, or its equivalent. **3 s.h.**

PROFESSOR BRANSCOMB

[Not offered in 1930-31]

**316. Hellenistic Religions at the Beginning of the Christian Era.**—Prerequisite, New Testament 213-214. **3 s.h.**

PROFESSOR RUSSELL

[Not offered in 1930-31]

## CHRISTIAN DOCTRINE

**221. The Philosophy of Conduct.**—See Philosophy 203, p. 88 of the catalogue of Undergraduate Instruction. **3 s.h.**

PROFESSOR CRANFORD

**222. Christian Ethics.**—See Philosophy 204, p. 88 of the catalogue of Undergraduate Instruction. **3 s.h.**

PROFESSOR CRANFORD

**223-224. Idealism.**—See Philosophy 205-206, p. 88 of the catalogue of Undergraduate Instruction. **6 s.h.**

PROFESSOR CRANFORD

**321. Introduction to the Science of Theology.**—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. **3 s.h.**  
 PROFESSOR ROWE

**322. The Content of Christian Doctrine.**—A comprehensive survey of the leading doctrines of Christianity in the light of the religious thought and experience of the present age. **3 s.h.**  
 PROFESSOR ROWE

**323. Theology in Ancient and Medieval Christianity.**—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. **3 s.h.**  
 PROFESSOR ROWE

**324. Theology in Modern Christianity.**—The history of Christian thought from the beginning of the Reformation to the present time. **3 s.h.**  
 PROFESSOR ROWE

**325. Soteriology.**—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. **3 s.h.**  
 PROFESSOR ROWE

[Not offered in 1930-31]

**326. Eschatology.**—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. **3 s.h.**  
 PROFESSOR ROWE

[Not offered in 1930-31]

## CHURCH HISTORY

**233. Church History to the Reformation.**—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. **3 s.h.**  
 PROFESSOR GARBER

**234. History of the Evangelical Movement.**—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. **3 s.h.**  
 PROFESSOR GARBER

**333. The Denominations in America: the Colonial Period.**—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History 233-234. **3 s.h.**  
 PROFESSOR GARBER

**334. The Denominations in America: the National Period.**—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education, and modern theological issues. Prerequisite, Church History 233-234. **3 s.h.**  
 PROFESSOR GARBER

**335. Methodism.**—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the

development of the several branches of the Methodist Church in America. Prerequisite, Church History 233-234. 3 s.h. PROFESSOR GARBER

**336. Great Men of the Christian Church.**—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. 3 s.h. PROFESSOR GARBER

**337. Protestantism and Catholicism in Europe since 1800.**—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism, relations of church and state, German theology of the nineteenth century, and the Oxford movement. Prerequisite, Church History 233-234. 3 s.h.

PROFESSOR GARBER

[Not offered in 1930-31]

## HOMILETICS AND PRACTICAL THEOLOGY

**251. The Church and Rural Sociology.**—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present obligation of the church. 3 s.h.

PROFESSOR ORMOND

**252. Rural Church Administration.**—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. 3 s.h.

PROFESSOR ORMOND

**255. Social Pathology.**—See Sociology 205, p. 100 of the catalogue of Undergraduate Instruction. 3 s.h.

PROFESSOR ELLWOOD

**257. Principles of Sociology.**—See the forthcoming catalogue of the Graduate School of Arts and Sciences. 3 s.h.

PROFESSOR ELLWOOD

**341. Homiletics.**—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded. 3 s.h.

PROFESSOR HICKMAN

**342. Sermon Construction.**—A study of problems in sermon construction and points of psychological contact between the preacher and his congregation. The class work will involve a critical analysis of selected sermons, with written reports. 3 s.h.

PROFESSOR HICKMAN

**343. Psychology of Preaching.**—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. 3 s.h.

PROFESSOR HICKMAN

[Not offered in 1930-31]

**344. History of Preaching.**—An historical study of the development of Christian preaching from the apostolic period to the present time. Emphasis is laid upon the personality and the homiletical methods of great preachers, studied in their true historical perspective. 3 s.h.

PROFESSOR HICKMAN

[Not offered in 1930-31]

**345-346. Pastoral Administration.**—A survey of the duties, relationships, and opportunities of the pastorate, and of the organization and management of a parish; the conduct of public worship; methods of dealing with problems; projects in local churches. 6 s.h.

PROFESSOR STANBURY

**348. Church Music and Religious Art.**—A study of the use of music and art in public worship. 3 s.h.

MR. BARNES *et al.*

## RELIGIOUS EDUCATION

**261. Administration and Supervision of Religious Education.**—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. 3 s.h.

MR. LITTLE

**262. Surveys, Tests, and Measurements.**—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. 3 s.h.

PROFESSOR ———

**265. Curriculum of Religious Education.**—Study of various theories of the curriculum of religious education; conception of the curriculum as enriched and controlled experience. Analysis of existing curricula and critical evaluation of same. 3 s.h.

PROFESSOR SPENCE

[Not offered in 1930-31]

**266. Religious Drama.**—Study and analysis of the best religious drama available. Project work in the writing and production of religious drama and pageants. 3 s.h.

PROFESSOR SPENCE

[Not offered in 1930-31]

**267. Religious Education in the Community.**—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. 3 s.h.

PROFESSOR SPENCE

**268. Materials of Character Education.**—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. 3 s.h.

PROFESSOR SPENCE

**269. Principles and Program of Character Education.**—Theory and methods of character education. Study of experiments made in this field.



While primary consideration is given character building in religious education, the development of character education in the public schools will also be carefully surveyed. **3 s.h.** MR. LITTLE

**270. Religious Education in the Home.**—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. **3 s.h.** PROFESSOR ———

**271. Research in Religious Education.**—For advanced students and especially those majoring in religious education. Offers direction in the use of various techniques and methods for both field and library investigations. (All professors in the department are available for special counsel.) **3 s.h.** PROFESSOR ———

**272. Philosophy of Religious Education.**—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, Religious Education 261. **3 s.h.** PROFESSOR ———

**273. Curriculum Construction.**—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. **3 s.h.** PROFESSOR SPENCE

[Not offered in 1930-31]

**275. Introduction to the Psychology of Religion.**—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. **3 s.h.** PROFESSOR HICKMAN

**276. Advanced Psychology of Religion.**—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education 275 or its equivalent. **3 s.h.** PROFESSOR HICKMAN

**371. The Religious Experience of the Child.**—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. **3 s.h.** PROFESSOR HICKMAN

**372. The Religious Experience of Youth.**—A continuation of Religious Education 371. Prerequisite, one course in general psychology. **3 s.h.** PROFESSOR HICKMAN

**373. The Psychology of Mysticism.**—A brief historical review of the principal phases of mysticism in religion, followed by a psychological analysis to estimate the abiding worth of mysticism in religious experience. Prerequisite, Religious Education 275 or equivalent. **3 s.h.** PROFESSOR HICKMAN

[Not offered in 1930-31]



## HISTORY OF RELIGION AND MISSIONS

**281. The Nature and Early Development of Religion.**—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. **3 s.h.**

PROFESSOR CANNON

**282. Living Religions of the World.**—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. **3 s.h.**

PROFESSOR CANNON

**283. Expansion of Christianity.**—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. **3 s.h.**

PROFESSOR CANNON

**284. Principles of Missions.**—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. **3 s.h.**

PROFESSOR CANNON

**381. Leading Ideas of Religion.**—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. **3 s.h.**

PROFESSOR CANNON

**382. Leading Ideas of Religion.**—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. **3 s.h.**

PROFESSOR CANNON

**383. Buddhism.**—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion and Missions 282. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1930-31]

**384. Mohammedanism.**—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion and Missions 282. **3 s.h.**

[Not offered in 1930-31]

**385. Christianity and World Movements.**—Relation of Christianity to significant world movements,—race, war, industry, world peace. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1930-31]

**386. Missionary Problems.**—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualification and training of candidates, education and other selected problems. Prerequisite, History of Religion and Missions 283 or 284. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1930-31]

## GENERAL INFORMATION

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### REGULATIONS FOR THE DEGREE OF MASTER OF ARTS IN RELIGION

By joint action of the Graduate Council and of the faculty of the School of Religion, the following regulations have been established for the granting of the degree of Master of Arts in the field of religion :

A student desiring to obtain an A.M. degree with religion as the principal field of work must first complete a period of one academic year in residence in the School of Religion, or in an approved school of similar standing, and must secure thirty semester-hours of credit in studies approved by the faculty of the School of Religion. He may then be recommended to the Graduate Council by the faculty of the School of Religion as a suitable candidate for the A.M. degree. Only those students who have maintained a creditable standing in the first year's work of the School of Religion will be recommended for admission to candidacy for the A.M. degree.

The student, in the next year following the completion of the preliminary requirement in the School of Religion, shall take twelve semester-hours of work and write a thesis for the A.M. degree in some department of the School of Religion in which he has previously received six semester-hours credit for resident work.\* In addition, the student shall take twelve semester-hours of work in related departments of the School of Religion, or in related departments offering graduate courses in the other schools of the University. The student's selection of courses shall be approved by the Faculty of the School of Religion and by the Graduate Council.

In all other respects the candidate for the A.M. degree in the field of Religion shall conform to the usual regulations of the Graduate Council, such as the approval by the Graduate Council of all courses in the School of Religion for which graduate credit is asked, the prerequisites in foreign language, the examination of the thesis, etc.

Students who are recommended to the Graduate Council by the faculty of the School of Religion as candidates for the A.M. degree under the above plan shall be registered for the following year in the Graduate School of the University. They may also be registered in duplicate in the School of Religion for such part of the year's work as will be accepted by the faculty of the School of Religion toward the degree of Bachelor of Divinity.

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\* Six semester-hours in an approved school of similar standing will be accepted as resident work.

**FEES**

Room-rent and tuition are remitted to students matriculated in the School of Religion, for which they are expected to render service from time to time which shall not interfere with their work in the School of Religion.

Each student is assessed per semester as follows :

Matriculation fee .....	\$25.00
Athletic fee (optional) .....	5.00
Publication fee (optional) .....	2.50
Damage fee .....	1.00

Each student is assessed in the last semester before a degree is conferred, a commencement fee of three dollars and a diploma fee of five dollars. The latter fee is refunded if the diploma is not awarded.

**LATE REGISTRATION**

Students matriculating in either semester at a date later than that prescribed in the catalogue shall pay to the treasurer of the University a penalty of five dollars.

**ROOMS**

Men students in the School of Religion are housed in the new dormitories on the west campus of Duke University. All rooms are provided with heat, water, and electric light. Each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows. Students must furnish their own electric lamps, which can be purchased from the University store.

Rooms for a given year may be engaged at the treasurer's office at any time before May 15 of the preceding year. Every student who wishes to retain his room for the succeeding year must notify the treasurer's office on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. A reservation is canceled, and the University is free to rent the room to other students, unless a deposit of \$5.00 for each proposed occupant, in part payment of the rent, is made by August 1. When a room is once engaged by a student, no change will be permitted except with the consent of the treasurer.

### BOARDING HALLS

The University dining hall in the College Union has accommodations for all the resident men students. It is the policy of the University to furnish board to the students at actual cost. Board may be secured at the Union for \$25.00 per month of twenty-eight days. The College Union is the logical center of student activities and all male students are advised to board in its supervised halls.

### STUDENT AID

Scholarships are available for ministerial students, the terms of which may be ascertained by correspondence with the Registrar of the School of Religion. Aid is also given in securing positions in churches. Students who need financial help may be assured that the administration will do all in its power to give the necessary assistance.

### LIBRARY

The library of Duke University is at the disposal of students of the School of Religion. This library contains many volumes of great value for the work of the School of Religion. Additions are being made constantly. Beginning with the academic year 1930-31 the School of Religion will be housed on the west campus in its new building which will contain a special library and reading room. This building is located next to the University library, thus offering quick access to what will become in time one of the great university libraries in America.

Recently two private libraries of note have been secured. One is the library of the late Dr. Graf von Baudissin, Professor of the Old Testament in Berlin University. The other is that of the late Dr. Karl Holl, Professor of Church History in the same university. These libraries, consisting of over five thousand volumes, are the fruit of long years of literary interest and activity on the part of these learned men.

### RELIGIOUS LIFE

The students of the School of Religion are expected to attend the regular Trinity College chapel services the first five days of the week. A special chapel service for the School of Religion is held each Saturday morning.

In this, as in other features of the University life, the students of the School of Religion are urged to identify themselves with the life of the whole student group.

#### DATE OF REGISTRATION

Class work in the School of Religion for the academic session of 1930-1931 will begin Monday, September 29, 1930. The registration of students in the School of Religion will begin on Friday, September 26, 1930. Registration should be completed by Saturday, September 27, 1930.

#### ADDITIONAL INFORMATION

Requests for information not contained in this catalogue should be addressed to the Registrar of the School of Religion, Duke University, Durham, North Carolina.

# JUNALUSKA SCHOOL OF RELIGION

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## INSTRUCTORS

ELBERT RUSSELL, A.B., A.M., Ph.D.

*Dean of the School of Religion and Professor of Biblical Interpretation*

DUKE UNIVERSITY

WILLIAM CLAYTON BOWER, A.M.

*Professor of Religious Education*

THE UNIVERSITY OF CHICAGO

BENNETT HARVIE BRANSCOMB, A.B., B.A., M.A. (Oxon)

*Professor of New Testament*

DUKE UNIVERSITY

SYLVANUS MILNE DUVALL, A.B., Ph.D.

*Professor of Religious Education*

SCARRITT COLLEGE

FRANKLIN SIMPSON HICKMAN, A.B., A.M., S.T.B., Ph.D.

*Professor of the Psychology of Religion and Homiletics*

DUKE UNIVERSITY

SAMUEL GUY INMAN, A.B., A.M., LL.D.,

*Executive Secretary, Committee on Coöperation in Latin America*

NEW YORK

GILBERT THEODORE ROWE, A.B., D.D., Litt.D.

*Professor of Christian Doctrine*

DUKE UNIVERSITY

## CALENDAR: SCOPE OF WORK

The third session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from July 21 to August 30, 1930. It will be conducted under the joint management of Duke University and the General Sunday School Board with the coöperation of the Board of Missions and other boards of the Church. The purpose is to conduct a summer



school of religion which shall meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

There will be two classes of students, those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. and B.D. degrees and for the A.M. degree in the School of Religion.

The School is designed for pastors, church workers, missionaries, and students who desire to fit themselves the better for their work or to add credits looking toward the securing of university degrees.

### COURSES

Courses will be offered meeting five times a week with eighty-minute periods. Each course, satisfactorily completed, will receive a credit of three semester-hours in Duke University. Two such courses may be taken by each student. The courses offered are divided into two groups. The first group consists of courses for college undergraduates who are graduates of high schools and who desire credits looking toward the A.B. degree. The second group consists of courses for college graduates who desire credits looking toward the B.D. degree. These courses may also be taken by college undergraduates who have completed the junior year and are ranked as incoming seniors in college.

### GROUP I

#### FOR COLLEGE UNDERGRADUATES

**Course 1. The Teachings of Jesus.**—A study of Jesus' teaching in the light of the religious and ethical ideas of his day.

PROFESSOR BRANSCOMB

**Course 3. Old Testament History.**—A survey of the history of the Hebrews in its relation to contemporary oriental history, with special emphasis on the literature and religious institutions.

PROFESSOR RUSSELL

**Course 5. The Evangelical Movement as a Factor in Social Reconstruction in Latin America.**—Survey of present social and religious conditions, the church and the community, religious education program, literature problem, relations between national and foreign workers and between Protestants and Catholics, movements for coöperation and unity.

PROFESSOR INMAN

## GROUP II

FOR COLLEGE GRADUATES  
(AND FOR COLLEGE SENIORS)

**Course 2. The Religious Ideas of Paul.**—Religious and ethical teachings of the Apostle Paul and their significance for the life of today. Special attention is given to the religious and philosophic movements of Paul's day.  
PROFESSOR BRANSCOMB

**Course 4. The Social Teachings of the Old Testament.**—A survey of the social teachings of the Old Testament, with special reference to their value in modern life.  
PROFESSOR RUSSELL

**Course 6. Religious Education in the Modern Church.**—The educational function of the church; the objectives of religious education; the church organized for religious education; an adequate leadership; the content and method of religious education; religious education through social participation; the scientific method in religious education; religious education in its relationship to the total educational process; religious education and public education; religious education as a creative process.  
PROFESSOR BOWER

**Course 8. Practicum in Religious Education.**—The analysis of problems in teaching religion. The course will be based upon the practical experience of the members of the group in the actual conduct of religious education. The process as conducted will be analyzed and criticized. Changes in the direction of improvement will be projected in terms of practical steps to be undertaken. Each student is expected to undertake a specific project.  
PROFESSOR BOWER

**Course 10. Educational Psychology.**—Consideration will be given to the psychological basis of conduct; the nature of motive; the nature and laws of learning and especially to those phases of psychology which are of greatest significance for character formation and spiritual growth.  
PROFESSOR DUVALL

**Course 12. Introduction to the Science of Theology.**—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation.  
PROFESSOR ROWE

**Course 14. Introduction to the Psychology of Religion.**—Study of the major factors of religious experience, together with the conditions bearing upon its genesis and growth.  
PROFESSOR HICKMAN

**Course 16. Sermon Construction.**—A study of problems in sermon construction and points of psychological contact between the preacher and his congregation. The class work will involve a critical analysis of selected sermons with written reports.  
PROFESSOR HICKMAN

**Course 18. Christianity and World Movements.**—A survey of present world movements building a better world: international political organization, including the League of Nations, World Court, Pan American Union, international law, arbitration; international social, labor, health and student movements; international missionary program, recent conferences at Jerusalem and Havana, relations between younger and older churches, opportunities for foreign service. PROFESSOR INMAN

#### ADDITIONAL INFORMATION

A general matriculation fee of \$5.00 is due at time of registration and a special fee of \$5.00 in each course for which the student registers.

Students are of course responsible for their own arrangements for board and room. Those desiring to engage room and board in the Sunday School Dormitory should write A. L. Dietrich, 810 Broadway, Nashville, Tennessee. Those desiring to room elsewhere should write to Ralph E. Nollner, Lake Junaluska, North Carolina.

All the sessions of the school will be held in the Sunday School Building at the west end of Lake Junaluska.

Academic matters will be in charge of the faculty of the School of Religion, Elbert Russell, Dean.

Those desiring further information concerning courses and conditions of work should address John Q. Schisler, General Sunday School Board, 810 Broadway, Nashville, Tennessee, or Paul N. Garber, Registrar, School of Religion, Duke University, Durham, North Carolina.

THE SCHOOL OF LAW



# THE SCHOOL OF LAW

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## FOUNDATION

The School of Law was founded in the summer of 1904 upon an endowment established by Messrs. James B. Duke and Benjamin N. Duke. It aims to prepare students for the profession of the law in the several states; to awaken in students of law faith in and an admiration for the profession; to develop in them a lively sense of honor and justice, and to fit them in moral character for the duties which belong to this ancient and noble profession.

## LAW SCHOOL BUILDING

The building especially designed to house the Duke University School of Law will be occupied for the first time in September, 1930.

The Law Building, like all other structures on the main campus of Duke University, is in Tudor Gothic style of colorful Cambrian stone from the Duke University quarries.

This building is planned to take care of all the various activities of the modern school of law, and in it are to be found five large classrooms with a seating capacity of approximately two hundred each, five classrooms with a seating capacity varying from fifty to seventy-five each, seminar rooms, law-club rooms, offices for the staff, quarters for a legal clinic and for special research, a court-room equipped for both supreme and superior court sessions, two large library reading-rooms, and extensive stack-room space; since the stack-rooms of this building are directly connected with the central Library of the University, there is therefore a possibility of indefinite expansion to take care of an unlimited number of volumes in the library of the School of Law.

## CALENDAR

The academic year will begin Wednesday, September 24, 1930, and will end on June 10, 1931. There will be a recess from December 22, 1930, to January 3, 1931. The lectures will



begin on the opening day of the year, Wednesday, September 24, 1930.

#### ADMISSION OF STUDENTS

No student will be admitted to the study of law who has not completed, with class standing satisfactory to the faculty, work equivalent to one-half of that acceptable for a bachelor's degree in the undergraduate department of Duke University, or of some other college or university of approved standing. Such work must have been completed with an average grade of not less than five per cent higher than the passing grade of the institution from which credits are offered, or a "C" average if the applicant presents credits from an institution recognizing "D" as a passing grade.

Commencing with the academic year 1931-32 the minimum requirement for admission will be the completion of work equivalent to three-fourths of that acceptable for a bachelor's degree in the undergraduate department of Duke University, or of some other college or university of approved standing.

Any person, who has prior to the commencement of his law study complied with the requirements of the preceding paragraphs, who shall present evidence of the satisfactory completion of any part of the curriculum of the law school at any approved law school maintaining courses of instruction of at least thirty-two weeks for each academic year, and who is eligible for readmission to the law school from which he proposes to transfer, may be admitted to advanced standing and given provisional credit for courses so completed, final credit for such work to be conditioned on the satisfactory completion of courses carried in the Duke University School of Law.

Wherever possible a personal interview is required of the applicant by a representative of the University. In all cases where a personal interview is not practicable letters from public officials, school officials, or other responsible persons, certifying to the applicant's moral character, capacity for leadership, and probable success in the practice of law, are required.

Each applicant for regular or advanced standing is required to accompany his application with a recently made personal photograph, and to have submitted from the recording official of the institution from which he offers credits a complete transcript of his record and a statement of honorable dismissal.

### DEGREE

The successful completion of three years' study of law, at least one year of which must have been in residence at Duke University, together with the favorable recommendation of the faculty, is required for the degree of Bachelor of Laws.

### FEES AND EXPENSES

Tuition and registration fees are due at the beginning of each semester. The tuition fee is \$75.00 a semester. The matriculation fee is \$25.00 a semester. A damage fee of \$1.00 a year is collected at the beginning of the first semester and a medical fee of \$2.00 per semester at the beginning of each semester. The library and the athletic fees are \$5.00 each per semester. The graduation fee, payable by all students to whom a degree is awarded, is \$10.00. All fees are payable to the treasurer of the University.

Board can be secured at \$25.00 per month at the Union. Furnished rooms may be secured in the dormitories of the University at from \$50.00 to \$75.00 per semester. These prices include light, heat, water, and janitor service.

### MATRICULATION, REGISTRATION, AND ENROLLMENT

All students must appear before the Committee on Admission and obtain cards for admission or examination. Cards of admission must be presented at the treasurer's office at the time of matriculation. All students, both old and new, are required to matriculate at the beginning of each semester and to obtain from the treasurer a certificate of matriculation which serves also as an enrollment card. Students matriculating in either semester at a date later than that prescribed in this catalogue shall pay to the treasurer a penalty of five dollars for late registration. Students whose course-cards have been approved in the spring are given an opportunity during the summer to matriculate by mail for the first semester in the fall. No student is admitted to any class without a matriculation card.

### PRIVILEGES

Students are entitled, by virtue of having paid the athletic fee, to the use of the gymnasium, tennis courts, swimming pool,

and similar privileges of the University without additional costs or fees, together with free admission to all athletic contests held on home grounds.

### CONDUCT OF STUDENTS

The University expects of its students loyal and hearty co-operation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

## OUTLINE OF WORK

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The full course of law occupies three academic years. The program of study comprises the following subjects:

### FIRST YEAR'S WORK

**1. Contracts.**—A study of the principles of contracts, including the following: Requisites of contracts; offer, acceptance, and revocations; contracts under seal; history and effect of Statute of Frauds; consideration; capacity of parties; legality of object; the effect of fraud and mistake. Three hours a week each semester. BOLICH

**2. Property I.**—The distinction between real and personal property; consideration of special kinds of chattels, personal and chattels real; origin of title, original acquisition, accession, occupancy, creation and transfer by operation of law, by act of parties, including gifts, inter vivos, causa mortis, conditional.

Introduction to the law of real property, principles of the feudal system, development of real property law as affected by custom, statutes, judicial construction, influence of equity, and modern legislation; estates in real property. Three hours a week each semester. KIRKWOOD

**3. Torts.**—Torts distinguished from other wrongs; proximate cause; parties responsible; joint wrong doers; wrongs affecting personal property; defamation; injuries to family rights; action for wrongful death; wrongs in respect to civil and political rights; trespass; water; conversion; injuries to incorporeal rights; violations of official duty; deceit; master and servant; nuisances; non-performance of conventional and statutory duties; negligence. Three hours a week each semester.

MAGGS

**4. Criminal Law.**—The nature and classification of crimes; the mental element in crimes; persons capable of committing crime and exemption from responsibility; sufficiency of the act; specific offenses. Two hours a week each semester.

MILLER

**5. Agency.**—Nature of the relation; who may be (a) principal, (b) agent; rights and liabilities of principal and agent; ratification and estoppel; undisclosed principals, termination of the relation; nature and extent of the authority and of its construction and execution; special classes of agents. Two hours a week second semester.

HORACK

**6. Common Law Courts and Actions.**—The origin and development of the common law courts and the formulary system of actions together with a detailed study, by the case method, of the various common law actions and the principles of common law pleading. Two hours a week first semester.

**7. Legal Ethics.**—The study of legal ethics is confined to a consideration of adjudicated cases, the canons of ethics of both the American Bar Association and the Boston Bar Association, together with decisions by committees of lawyers of different bar associations throughout the United States, and the observations of moralists. One hour a week second semester. BRYSON

**8. Legal Bibliography.**—The history and development of reporting of cases in England and America. Codes, statutes, and session laws; the use of tables of cases, parallel citation tables; arrangement of books in a law library. One hour a week first semester. BOLICH

**9. Researching and Briefing.**—The analysis of cases; use of digests, encyclopedias, selected cases; indexes to reports and Law Reviews. Trial and appellate court briefs. One hour a week second semester. BOLICH

#### SECOND YEAR'S WORK

**10. Equity.**—Development and nature of equity jurisdiction; principles governing the exercise of equitable powers; specific performance, reformation, and rescission of contracts; benefits conferred under agreements which have been wholly or partially performed, and under compulsion and undue influence; benefits obtained by the wrongful use of another's property. Three hours a week each semester. HORACK

**11. Evidence.**—Circumstantial, testimonial, and real evidence; rules as to number of kinds of witnesses; authentication and production of documents; the hearsay rules; rules of exclusion; parol evidence rules; burdens of proof; judicial notice; reformed rules. Two hours a week each semester.

**12. Negotiable Instruments.**—Negotiable promissory notes and bills of exchange, their origin, history, and development; the requisites of negotiability, the rights and liabilities of parties, the effect of endorsement and transfer; presentment, dishonor, and protest; the defenses which may be interposed. Two hours a week each semester. TOWE

**13. Property II.**—Titles to real property; possessory titles, derivative titles at common law, under statute of uses, and under modern statutes, transfer of titles inter vivos; covenants for title; estoppel by deed; priorities.

**Wills.**—The form of wills; testator's capacity; perpetuities; mistake; fraud and undue influence; revocation and republication of wills; probate and construction of wills; legacies, claims, and the doctrine of election. Three hours a week each semester. KIRKWOOD

**14. Sales.**—Sales of personal property; essential elements of a sale; subject matter of sale; actual and potential existence; statute of frauds; conditions and warranties; segregation and identification; remedies of vendor; remedies of vendee. Two hours a week each semester. SPEARS

**15. Code Pleading.**—A complete review of remedial law as applied in code jurisdiction with special reference to North Carolina. The form, theory, and classification of civil actions and special proceedings. A complete analysis of all pleadings available in such actions and proceedings; trial. Two hours a week each semester. BRYSON

**16. Criminal Procedure.**—A survey of the principles of criminal procedure as applied in the American courts. The leading proposals in the current movement for reform. Two hours a week first semester. BRYSON

#### THIRD YEAR'S WORK

**17. Corporations.**—The nature of a corporation; its creation and citizenship; the effect of irregularity in its creation; the relationship between the corporation and its promoters; the powers and liabilities of corporations; the relationship between the corporation and the state; membership; management; dissolution; rights and remedies of creditors. Two hours a week each semester. TOWE

**18. Constitutional Law.**—Making and changing constitutions; separation and delegation of powers of government; function of judiciary in enforcing; political rights; personal and religious liberty; protection of persons accused of crime; due process and equal protection of law; police power; eminent domain; retroactive civil laws; Indians and aliens; territories, dependencies, and new states. Two hours a week each semester. MAGGS

**19. Trusts.**—Distinctions between trusts and various other relationships; the creation of trusts; the nature of the interest of the cestui que trust; the duties of the trustee; constructive and resulting trusts; termination of trusts. Two hours a week each semester. HORACE

**20. Securities.**—Essential elements of legal and equitable mortgages; rights of mortgagor and mortgagee at law and equity; title; possession; dower; courtesy; waste; priorities; collateral agreements; forfeiture; redemption, extension, assignment, and discharge of mortgages; chattel mortgages; pledges; trust deeds, and other form of liens and encumbrances. Two hours a week each semester. BOLICH

**21. Office, Trial and Appellate Practice.**—Open to members of the senior class. Lectures and exercises relating to the practical work of a lawyer; drafting of instruments; preparing of pleadings and trial briefs; the various trial methods and the steps taken in the trial of a case; perfecting an appeal; the appeal brief; procedure in the Supreme Court. Three hours a week each semester. BRYSON

**22. Conflicts.**—The rules determining the rights of parties in private law, where at least one of the operative facts in the case is connected with some other state or country than the one in which suit is brought. The principal problems arising in the law of obligations, property, inheritance, and family law; in the administration of estates; and in the enforcement of foreign judgments. Two hours a week each semester. MAGGS



**23. Domestic Relations.**—Relation of husband and wife, parent and child, guardian and ward; marriage, its duties and obligations; annulment, divorce, and maintenance including a study of the personal and property rights of the parties. Two hours a week each semester.

SPEARS

**24. Partnership.**—Requisite; nature of the relation as between the (a) partners, (b) third persons; what is required as to form; authority of partners; actions by and between partners; accounting and dissolution; Limited Partnership; the so-called "Common Law Company." Two hours a week each semester.

TOWE

The subjects as outlined for the first year are all required. Electives are available to second and third year students with the approval of the faculty of the Law School.

### LIBRARY

In addition to the extensive resources of the general library the Law Library consists of approximately 12,500 volumes.

### METHOD OF INSTRUCTION

The case-book method is employed as the basis of instruction.

### MORDECAI LAW SOCIETY

This organization of the law students was established in 1927 in memory of the late Dean Samuel Fox Mordecai.

All students of the Law School are participating members of this society, which, with the advice and coöperation of the faculty, seeks to foster legal attainment. Its program at meetings includes the holding of moot courts, the reading of papers on topics of the law, the discussion of recent cases of importance, and addresses by prominent lawyers.

THE SCHOOL OF MEDICINE



# THE SCHOOL OF MEDICINE

## GENERAL STATEMENT

The Duke University School of Medicine and the Duke Hospital were established in 1925 through the munificent gift of the late James B. Duke. The hospital and out-patient clinic will be open for patients on July 1, 1930, and carefully selected first and third year students will be admitted to the School of Medicine on October 1, 1930. Women will be received on the same terms as men.

In establishing the sixth medical school in North Carolina, Duke University has an unparalleled opportunity to aid in the solution of five of the greatest present medical problems, namely, (1) the inability of most medical students to obtain adequate interne hospital training because of the average age of twenty-six years at which they are graduated from medical school; (2) the lack of provision for intensive and extensive postgraduate education for physicians who have been in practice for several years; (3) the disproportion in the distribution of doctors in the cities and rural areas; (4) the dearth of university training for nurses and (5) the need of people of moderate means for diagnostic facilities and hospital treatment within their ability to pay.

The *School of Medicine* with laboratories and class rooms for three hundred students has been planned to insure the greatest correlation between the various departments.

The *Hospital* with its four hundred beds will have every modern convenience for the diagnosis, proper care, welfare and comfort of the patients, both private and charity, white and colored, whether they come from Durham or from a distance. The primary function of the hospital will be to provide the best of medical and nursing care. The arrangement and equipment of the out-patient clinic will furnish complete diagnostic facilities. In order to cooperate with the medical profession and to insure the best interests of the patients, it is highly desirable for those who contemplate coming to the hospital or out-patient clinic to consult and bring a letter from their own physicians. After discharge from the hospital, patients will be asked to return to their own physicians. In addition to the clinical facilities of the Duke Hospital and Out-Patient Clinic, the Trus-

tees of the Watts Hospital (220 beds) and of the Lincoln Hospital (108 beds) have very kindly granted teaching privileges to the Duke University School of Medicine.

### HOSPITAL

If a patient is recommended for admission to the hospital by his own physician and the admitting office, he may have a ward bed at \$3.00 per day (see last paragraph under Out-Patient Clinic), or he may have a semi-private room at \$4.00 per day or a private room at \$5.00 to \$9.00 per day. No extra charge is made for the usual treatments, drugs and routine laboratory examinations but there is a charge for X-rays, operating room and special examinations and treatments. A deposit must be made in advance to cover the estimated hospital charges. Patients in semi-private and private rooms pay their own physician or surgeon for professional services. Those who are certified by their county welfare officers as unable to pay the ward rate of \$3.00 per day will be charged a reduced rate or will be treated free if hospital care is judged to be necessary by the hospital admitting office.

### OUT-PATIENT CLINIC

Daily, except Sundays and holidays, from 1:30 to 3:00 p. m., white patients will be admitted to the out-patient clinic (see last paragraph) for diagnosis and treatment in: General medicine, dermatology, roentgenology, physiotherapy, neurology, psychiatry, general surgery, urology, oto-laryngology, ophthalmology, orthopedics, dentistry, obstetrics, gynecology and pediatrics. A charge of \$2.00 toward the cost of service will be made for each visit, if the patient is able to pay; however, those accompanied by their own physicians will be admitted free. An extra charge will be made for the cost of X-rays, and special diagnostic procedures and treatments. Those who are certified by their county welfare officers as unable to pay the regular fees will be charged a reduced rate or will be treated free.

Daily, except Sundays and holidays, from 3:30 to 5:00 p. m., the out-patient clinic will provide a similar service for colored patients.

All patients in the out-patient clinic will be seen by appointment except in case of emergency. Emergency patients will be seen at any time. In order to coöperate with the medical profession, anyone who wishes to attend the clinic should consult his own physician and if the latter recommends an appointment at the clinic, it should be arranged by telephoning the clinic office (F-133), or by writing to the Admitting Office, Duke Hospital, Durham, N. C. If no advance appointment is made by telephone or by letter, a wait at the clinic office may be unavoidable. A cordial invitation is extended to physicians to accompany their patients.

The general policy of admitting patients to the wards and out-patient clinic will be to consider their financial and social status carefully; income and size of family, special responsibilities and the probable cost of treatment all being weighed in determining admission. A married patient, for instance, with an income of less than \$25 per week will be considered admissible to the wards or out-patient clinic for ordinary conditions; the income limit, of course, varying according to the other factors which affect the patient's ability to pay. Those who are able to pay the ordinary fees of consultants and specialists will not be admitted to the out-patient clinic but may make arrangements through their own physicians for private appointments.

### PATIENTS

"Where will the patients for the Duke Hospital and School of Medicine come from?" is a frequent question. Many believe that a teaching hospital must be situated in a huge metropolis. However, in 1913, Osler pointed out that a large population was not essential for a medical school and that Marburg, in Germany, with twenty-three thousand people—half the size of Durham—maintained a medical school of the first rank. The populations of Jena and Heidelberg are very similar to that of Durham and they certainly have no dearth of patients. This statement of Osler's is even more true today because of the tremendous increase in the number of automobiles. For medical schools in large cities, automobiles, by increasing the traffic congestion, actually have reduced the amount of territory from



which patients may attend clinics. For instance, in New York and Chicago nearly an hour is required to go from the center of the city to the medical schools. On the other hand, with the splendid roads in North Carolina, patients can be brought long distances by automobiles in the same time and with more comfort and safety than is possible in traversing a large city. In addition to serving the 47,000 people of Durham, the staff, buildings and equipment should attract a number of patients from among the half million people who live within a fifty mile radius of Durham, as well as from more distant areas.

### SCHOOL OF NURSING

The establishment of a University School of Nursing through the coöperation of the University, School of Medicine and Hospital will meet a great need; it will raise the standard of nursing by the selection of pupil nurses upon the same basis as that of the women students of Duke University, by the provision for them of the same housing, recreational and educational advantages upon the campus of the Co-ordinate College for Women, by the use of ward maids to reduce the laborious part of nursing training so that the professional care of patients can be increased during the three years of the basic nursing curriculum which leads to the Diploma of Graduate Nurse, and by the giving of postgraduate instruction to nurses who have been trained elsewhere.

The first class of the Duke University School of Nursing will be admitted on January 2, 1931. The entrance requirements will be intelligence, character and graduation from an acceptable high school. The course leading to the Diploma of Graduate Nurse will consist of three years of eleven months each. The tuition will be \$100 per year. Application forms may be obtained by writing to the Dean, Duke University School of Nursing, Durham, N. C.

Duke University will grant the degree of Bachelor of Science to women who have completed successfully two years of college work (60 semester hours) in Duke University or an acceptable college or university in addition to the three year course leading to the Diploma of Graduate Nurse in the Duke University School of Nursing. The sixty semester hours of college work

can be completed either before or after the three year course in the School of Nursing, but not during it.

### SCHOOL OF DIETETICS

In addition to the training of medical students and nurses in dietetics, women whose previous training is acceptable will be admitted to the School of Dietetics and will be given a Certificate of Graduate Dietitian after the successful completion of the course of one year. Applications should be sent to the Professor of Dietetics, Duke University School of Dietetics, Durham, N. C.

### POSTGRADUATE STUDY

The need for more provision for *postgraduate* study is very acute not only in this country but abroad. There are very few clinics to which a physician can go, after he has been in practice several years, to obtain the additional training which he has found he requires. It is the plan of the School of Medicine to attempt to fill this need. If any doctor wishes to spend a few days, weeks or months reviewing his knowledge of medicine, surgery, obstetrics, pediatrics or other branches, or if he has to do an unusual operation and wishes to refresh his memory of the anatomy involved, the facilities and equipment will be at his disposal. The service of the School of Medicine will not be limited to the training of its own students and staff but will extend to giving the members of the medical profession the benefit of everything it has. Graduates in medicine will be especially welcomed at the varied clinics and demonstrations in medicine, surgery, obstetrics, pediatrics and other specialties which will be held from 9 a. m. to 1 p. m. each Saturday. Training in preventive medicine and public health, not only for the students in the School of Medicine, but also special work for those who wish to enter upon careers as health officers will be provided. Further information may be obtained by writing to the head of the department concerned or to the Dean, Duke University School of Medicine, Durham, N. C.

## INTERNESHIPS AND RESIDENCIES

Interneships of one year's duration with room, board, laundry and uniforms furnished, but without salary, are available in *medicine* (including dermatology, roentgenology, neurology, psychiatry, obstetrics, gynecology, and pediatrics), in *surgery* (including urology, oto-laryngology, ophthalmology, orthopedics, obstetrics and gynecology), or in *pathology*, commencing each January, April, July and October. Medical and surgical internes may elect any of the branches of medicine *or* surgery which they prefer as a major and six months of the total may be spent in that field; the remaining time will be divided among the other medical *or* surgical divisions. Internes in pathology will spend the full twelve months in that department. Application blanks, which must be returned at least three months before the appointment is desired, may be obtained by writing to the head of the department in which an internship is wanted, Duke University School of Medicine, Durham, N. C. Graduates of any class A medical school are eligible for internships.

After the completion of an internship in the Duke Hospital or in an acceptable hospital, a certain number may be appointed as assistant residents in medicine, surgery, obstetrics, gynecology, pediatrics, pathology, biochemistry, or in any one of the medical or surgical specialties, at a salary of \$250 to \$500 per year, with maintenance, and eventually may be promoted to the residency in the various departments or sub-departments of the hospital at an annual salary of \$500 to \$1,000, with maintenance. Applications should be made to the head of the department concerned.

## LIBRARY

*"To study the phenomena of disease without books is to sail an uncharted sea, while to study books without patients is not to go to sea at all.—SIR WILLIAM OSLER*

In addition to the general library of Duke University, which has 200,000 volumes, the Duke Hospital Library contains 20,000 volumes of American and foreign medical literature. The hospital library subscribes to 300 current American and foreign medical and other scientific journals. These books and journals are available daily from 9:00 a. m. to 9:00 p. m. for the students, nurses, staff and medical profession.

## APPLICATION FOR ADMISSION

Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C. They must be filled in with typewriting, a 2 in. x 2½ in. recent photograph attached and the application returned to the dean as soon as possible. Applications will be evaluated in the order received. If the information obtained is satisfactory, a personal interview with the dean or regional representative of the committee on admission will be arranged for the applicant. The applicant will then be notified as soon as possible whether he has been accepted or declined; if accepted, the student must send a deposit of \$50 within two weeks to insure his enrollment. This money will be applied toward the tuition. First year students will be admitted only in October at the beginning of the autumn quarter, but applications will be considered and a decision in regard to admission will be made at any time during the preceding year.

## REQUIREMENTS FOR ENTRANCE

*"I recommend that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life."—JAMES B. DUKE.*

*Intelligence and character, plus two years of college work (70 semester hours), including:*

*Biology:* At least one year of college work (8 semester hours, one half of which must be laboratory work).

*Chemistry:* At least two years of college work (10 semester hours of inorganic chemistry including short or preliminary courses in qualitative and quantitative analysis, and 6 semester hours of organic chemistry; one half of each course must be laboratory work). These represent the minimal requirements in chemistry. Additional courses in analytical and physical chemistry are desirable.

*Physics:* At least one year of college work (10 semester hours, one half of which must be laboratory work).

*English:* At least two years of college work (12 semester hours).

*Mathematics:* At least one year of college work (6 semester hours; a working knowledge of logarithms is essential and one of calculus desirable).

*Languages:* Two years of study of German and French in High School or in College are desirable but not a necessary requirement.

Selection will be based on the *quality* rather than the *quantity* of preparation.

### REASONS FOR ENTRANCE REQUIREMENTS

Students, who have been selected carefully on the basis of their intelligence and character, will be admitted to the School of Medicine after two years of college work for the following reasons:

(1) Two years of college work are sufficient for an adequate preparation in chemistry, biology, physics, English and mathematics; (2) two years of additional postgraduate interne training are more valuable than the junior and senior years in college; (3) experience has demonstrated that the majority of medical students who have had four years of college work and who are, therefore, 21 or 22 years of age, rarely spend more than one year in postgraduate interne training; (4) there is no relationship between the *quality* of the student's intelligence and the *quantity* of hours spent in college; (5) a complete college course is unnecessary today because many of the subjects formerly studied in college are now taught in high school; (6) a reading knowledge of German and French is not necessary today because of the prompt abstracting of foreign medical journals; (7) culture is acquired more often at home and from associations and environment early in life than in college; (8) two years of training in the basic sciences after graduation from medical school are more valuable than the junior and senior years in college for those who later are to do scientific investigative work in medicine; (9) the junior and senior years in a college in which the gifted student is not given special advantages frequently cause habits of academic indolence; (10) the present average age of entering practice will be maintained if the two years which are usually spent in the junior and senior classes in college are applied to additional postgraduate interne training; (11) medical students who are 19 years of age usually learn more rapidly than those 22 years of age; (12) in medical schools in which there are students with



two, three and four years of college work it is often difficult to distinguish those who have had the different lengths of preparation.

#### REQUIREMENTS FOR ADMISSION TO ADVANCED STANDING

In addition to the requirements for entrance, an applicant for admission to the third year class must present evidence that he will complete successfully the first and second year curriculum in a class A medical school consisting of: Gross and microscopic anatomy, biochemistry, pharmacology, physiology, gross and microscopic pathology, bacteriology, clinical microscopy, normal and abnormal physical diagnosis. Students who transfer from other medical schools can be admitted into any quarter for which their previous training has fitted them (*see curriculum*). For example, a student who has completed successfully the first and second year curriculum at another medical school is eligible to enter the summer quarter in June and to be graduated in December of the following year, or he can enter the autumn quarter in October and receive the M.D. degree in March or June two years later, depending on whether he attends the intervening summer quarter. Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C.; they will be evaluated and a decision in regard to admission made as described for applications for admission.

#### REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN THE SCHOOL OF MEDICINE

Duke University will grant the degree of Bachelor of Science to students who have completed satisfactorily 70 semester hours of college work in Duke University or an acceptable college or university, six quarters in the Duke University School of Medicine, creditable extra work in one or another department and have written a thesis. No credit will be given toward this degree for additional college work. Students who wish to become eligible for this degree should, as soon as possible after admission, arrange a program of extra work with the head of any department they desire.



## REQUIREMENTS FOR THE DEGREE OF DOCTOR OF MEDICINE

Comprehensive group examinations in the preclinical subjects will be given to the students after they have completed six quarters, and in the clinical subjects at the end of the twelfth quarter. These examinations will be held at least twice each year to accommodate students who qualify for them at different times. They will demand a more comprehensive knowledge of medicine than can be obtained from the required courses in the schedule, and it will be necessary for the student to demonstrate that he has utilized profitably his free time. No numerical grades will be given; only the terms "passed" and "failed" will be used. The degree of Doctor of Medicine will be conferred upon those who, after fulfilling all the requirements for entrance, have completed satisfactorily twelve quarters of the curriculum of the School of Medicine and have passed the preclinical and clinical group examinations. Students in any class are admitted on the understanding that only those will be advanced who, in the opinion of the committee on instruction, give promise of being a credit to themselves and the school. At the end of each quarter, the committee on instruction will review the records of all students and those whose progress has been unsatisfactory will be advised to repeat the work of that quarter or to leave the school. Students who have been admitted to advanced standing and those who have studied at other medical schools for part of their course must present evidence that they have completed successfully work comparable to that of the curriculum during the quarters in which they were away.

All students are urged to spend three years in hospital or laboratory work after graduation and they must give assurance satisfactory to the committee on instruction that they will spend at least two years.

## CURRICULUM OF THE SCHOOL OF MEDICINE

A year of a student's life can be saved so that it can be applied to postgraduate interne training by condensing the usual four medical school years of thirty-three weeks each into three years of forty-four weeks each. Four terms of eleven weeks will be given each year, commencing October first, with vaca-

tions of one week in December, March and June, and of one month in September, and the degree of M.D., will be granted after the satisfactory completion of twelve terms. These may be taken consecutively (graduation in three calendar years), or three terms may be taken each year (graduation in four calendar years). Such a curriculum will affect in no way the courses at any other medical school. If students who have received their first two years of training at other medical schools wish to spend their clinical years at the Duke University School of Medicine, they are eligible in June or October for the seventh term, which corresponds to the beginning of the usual third year class.

The advantages of this continuous curriculum to the medical student are obvious. He will be one year younger at graduation and will have an additional year for hospital or other training; he will be better prepared, for he will not have lost a fortnight or a month in October of each year getting back into the intellectual stride which had been his in the preceding June, and he will see the clinical material peculiar to the summer months.

The disadvantages to the medical student have been over-emphasized. For example, it is said that he needs four months of vacation. However, practically all medical students at the present time work during their summer holidays; fifty per cent study preclinical or clinical subjects in some place or other and if this time is spent under supervision at a medical school the character of the work will be improved and much valuable time saved. The fifty per cent who earn money during the summer vacations probably can earn more in the year which they will save under the four-quarter system than in the three periods of four months each. The Angier B. Duke Memorial and other loan funds, rather than scholarships, will do much to solve this phase of the problem. It has been said that a medical student cannot endure physically the work of forty-four weeks a year. If so, he probably should enter some less arduous occupation, for as a physician he undoubtedly will have to work as hard or harder for longer than forty-four weeks a year. The total of eight weeks of vacation, which every student will have under the four-quarter system should be sufficient for anyone. The argument that the summer climate of Durham or of any other city would be injurious to medical students is refuted readily by weather statistics, and also by the realization that the major

part of the population remains at work all summer and that practically all the physicians continue their practices. As a matter of fact, if any student prefers to study four calendar years of thirty-three weeks each he can do so under this flexible curriculum. A certain number of students, either through illness or through financial difficulties, probably will be absent one or more quarters, but under this curriculum they can take up their work at the beginning of the next quarter and not lose a whole year as is usually necessary. This irregularity is in itself an advantage, for it will reduce the usual rigid lock-step succession of studies.

Approximately one half of the time in this curriculum is free for elective work or anything else which the student wishes to do. In the first year the greatest amount of free time is concentrated in the latter part of the year in order to give the student a more varied curriculum early in his course and thus enable him to choose elective courses from a wider range of subjects. The summer quarters of the first and third years have been left entirely free in the hope that many of the students will migrate to other medical schools in this country or abroad for elective work, a practice which should be encouraged. The establishment of the four quarter system at Chicago, Northwestern, Tulane and other universities will aid greatly this exchange of students. For students who do not attend the summer quarters, the spring quarters of the second and fourth years are free for the same purpose. The students who do not transfer temporarily to other medical schools may utilize their free time in elective courses in preclinical and clinical departments, may pursue independent work in any subject or may do research work. The elective courses have been organized for small groups and will be repeated if necessary in one or more quarters.

#### Curriculum of Four Quarters of Eleven Weeks (429 Hours) Each

(The details of courses will be posted on the bulletin board)

*Hours*

*Autumn quarter (1st)*—Oct. 2-Dec. 20, 1930

Anatomy (including histology) .....	429	
Free time .....		0
		<hr/>
Total .....		429

*Winter quarter (2d)*—Jan. 2-Mar. 21, 1931

Physiology .....	160	
Biochemistry .....	144	
Free time .....		125
		<hr/>
Total .....		429

*Spring quarter (3d)*—Mar. 30-June 13, 1931

Pharmacology .....	56	
Bacteriology .....	88	
Psychobiology .....	16	
Free time .....		269
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Total .....		429

*Summer quarter (4th)*—June 22-Sept. 5, 1931

Free time .....		429
		<hr/>
Total .....		429

*Autumn quarter (5th)*—Oct. 1-Dec. 19, 1931

Pathology .....	288	
Free time .....		141
		<hr/>
Total .....		429

*Winter quarter (6th)*—Jan. 4-Mar. 22, 1932

Clinical microscopy .....	96	
Medical psychology .....	16	
Physical diagnosis .....	160	
Preclinical examinations .....	39	
Free time .....		118
		<hr/>
Total .....		429

*Autumn quarter (7th)*—Oct. 2-Dec. 20, 1930\*

Medicine (junior) (including pediatrics and preventive medicine) .....	286	
Free time .....		143
		<hr/>
Total .....		429

*Hours**Winter quarter (8th)*—Jan. 2-Mar. 21, 1931\*

Surgery (junior) .....	154	
Obstetrics (including gynecology) .....	110	
Free time .....		165
		<hr/>
Total .....		429

*Spring quarter (9th)*—Mar. 30-June 13, 1931\*

Specialties (junior) .....	198	
Free time .....		231
Total .....		429

*Summer quarter (10th)*—June 22-Sept. 5, 1931\*

Medicine (senior) (including pediatrics and preventive medicine) .....	286	
Free time .....		143
Total .....		429

*Autumn quarter (11th)*—Oct. 1-Dec. 19, 1931\*

Surgery (senior) .....	220	
Free time .....		209
Total .....		429

*Winter quarter (12th)*—Jan. 4-Mar. 22, 1932\*

Final clinical examinations.....	39	
Free time .....		390
Total .....		429

*Summary:*

Total number of hours of required instruction..	2,785 (54%)	
Total number of hours of free time.....	2,363 (46%)	
Total number of hours in curriculum.....		5,148 (100%)

**Changes from the Four-Quarter Schedule Necessary for Students Who Do Not Attend the Summer Quarters; Third Year Students Admitted on October 1, 1930, Who Do Not Wish to Study During the Summer Quarter in 1931 Will Follow this Schedule Commencing with the Autumn Quarter (10th) of the Fourth Year**

**FIRST YEAR:**

Autumn quarter (1st)—No change from schedule.

Winter quarter (2d)—No change from schedule.

Spring quarter (3d)—No change from schedule.

**SECOND YEAR:**

Autumn quarter (4th)—Same as fifth quarter in schedule.

\* The clinical instruction will be repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth and ninth quarters; and also the order of the tenth, eleventh and twelfth quarters. The dates listed for the seventh to twelfth quarters are for the use of students admitted to the third year class on October 1, 1930. For other students, the seventh quarter usually will be in the spring, the eighth in the summer etc., although this order is not necessary.

Winter quarter (5th)—Same as sixth quarter in schedule except that the preclinical examinations are postponed to the end of the spring quarter and the amount of free time increased correspondingly to 157 hours.

Spring quarter (6th)—Same as fourth quarter except that the preclinical examinations are held and the amount of free time correspondingly decreased to 390 hours.

#### THIRD YEAR:

Autumn quarter (7th)—Same as seventh quarter in schedule.\*

Winter quarter (8th)—Same as eighth quarter in schedule.\*

Spring quarter (9th)—Same as ninth quarter in schedule.\*

#### FOURTH YEAR:

Autumn quarter (10th)—Same as tenth quarter in schedule.\*

Winter quarter (11th)—Same as eleventh quarter in schedule.\*

Spring quarter (12th)—Same as twelfth quarter in schedule.\*

### SCHEDULE OF INSTRUCTION

(The details of courses will be posted on the bulletin board)

In the clinical years the required instruction in medicine, surgery, obstetrics, gynecology, pediatrics and other specialties will be offered in each of the four quarters. Students may elect the quarters in which they study these subjects, but not more than ten students will be enrolled in surgery or medicine in any one quarter; the names will be accepted in order of application. The schedule on the bulletin board merely illustrates the program for one group. For elective courses, students are referred to the bulletin board.

During the quarter devoted to the specialties, the student group will be divided into five sub-groups, each of which in rotation will spend approximately two weeks in each of the following specialties: Dermatology and syphilis; neurology and psychiatry, urology; orthopedics and physiotherapy; ophthalmology, oto-laryngology and dentistry.

Daily from 12 noon to 1 p. m. during the autumn, winter and spring quarters, the following systematic lectures, clinics or demonstrations, will be given (students are expected to attend

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\* The clinical instruction will be repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth and ninth quarters; and also the order of the tenth, eleventh and twelfth quarters.



at least three quarters): Medicine and medical specialties, Wednesdays and Saturdays (3 quarters); surgery and surgical specialties, Tuesdays and Fridays (3 quarters); obstetrics and gynecology, Mondays (3 quarters); pediatrics, Thursdays (2 quarters); preventive medicine and public health, Thursdays (1 quarter).

Every Saturday, from 9 a. m. to 1 p. m., varied clinics and demonstrations for students and visiting physicians will be held in medicine, surgery, obstetrics, pediatrics and other specialties.

#### **ANGIER B. DUKE MEMORIAL AND OTHER LOAN FUNDS**

The Angier B. Duke Memorial, Incorporated, administers through an advisory committee of the officers of the University a loan fund for students. In addition, the University administers other endowed loan funds for the benefit of students who are not able financially to meet their expenses. Medical students, after their third quarter, are eligible for loans from these sources. No scholarships will be awarded in the School of Medicine. The loan funds are kept by the treasurer as separate and distinct funds from all other endowments and holdings of the University and are used for no other purpose than to aid worthy students of the University. These funds are administered in accordance with the following regulations:

1. No loan shall be made to a student who violates any of the regulations of the University or whose classwork is not satisfactory to the committee on instruction.
2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged not later than one week after the beginning of a quarter.
3. Every applicant for a loan must present with the application such security as the president of the University may approve, and no money shall be advanced before a note with approved security is in the hands of the treasurer of the University.
4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition, board and room-rent.
5. Interest at the rate of six per cent annually shall be charged for all loans of money, and the interest must be paid annually.

# INFORMATION AND REGULATIONS CONCERNING FEES AND EXPENSES

All fees for each quarter are due and payable at the beginning of each quarter; no student will be admitted to classes until his or her fees have been paid at the university treasurer's office.

## Fees and Expenses

Tuition, per quarter .....	\$150.00	
Room rent, per quarter* .....	50.00	
Board, per quarter* .....	75.00	
Laundry, per quarter .....	10.00 to \$	20.00
Books, per quarter .....	10.00 to	20.00
Microscope, each student must own a modern microscope as soon as he matriculates.....	100.00 to	150.00
Damage fee, payable at matriculation and returnable at graduation if no damage occurs .....	10.00	
Athletic fee (optional), admitting students to all athletic contests held on the university grounds, per year .....	10.00	

Estimated total expenses, exclusive of clothes, microscope, damage and athletic fees, per quarter  
(students may study three or four quarters  
per year)\*\* .....\$295.00 to \$315.00

\* During 1930 and 1931, medical students will have rooms and meals in the Duke Hospital but thereafter they will live in the dormitories and eat at the Union on the campus. All rooms are provided with furniture, heat, water, electric light and care of rooms; each student furnishes his own blankets, sheets, pillow-slips, towels and pillows.

\*\* Medical students, after their third quarter, are eligible for loans from the Angier B. Duke Memorial and other loan funds.



THE SUMMER SCHOOL



# THE SUMMER SCHOOL

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## ADMINISTRATIVE OFFICERS

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.,  
PRESIDENT OF DUKE UNIVERSITY

ROBERT LEE FLOWERS, A.M., LL.D.,  
VICE-PRESIDENT OF DUKE UNIVERSITY AND MEMBER OF THE FACULTY  
COMMITTEE ON THE SUMMER SCHOOL

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.,  
VICE-PRESIDENT OF DUKE UNIVERSITY AND MEMBER OF THE FACULTY  
COMMITTEE ON THE SUMMER SCHOOL

HOLLAND HOLTON, A.B., J.D.,  
DIRECTOR OF THE SUMMER SCHOOL AND CHAIRMAN OF THE FACULTY  
COMMITTEE ON THE SUMMER SCHOOL

WILLIAM KENNETH BOYD, A.B., A.M., Ph.D.,  
MEMBER OF THE FACULTY COMMITTEE ON THE SUMMER SCHOOL

ALICE MARY BALDWIN, A.B., A.M., Ph.D.,  
DEAN OF WOMEN

WILLIAM HENRY GLASSON, Ph.B., Ph.D.,  
DEAN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES

ARTHUR MARCUS PROCTOR, A.B., A.M.,  
ASSOCIATE DIRECTOR OF THE SUMMER SCHOOL

MARY GRACE WILSON, A.B.,  
SOCIAL DIRECTOR AND ACTING DEAN OF WOMEN

## FACULTY

JAMES CANNON, III,  
*(Duke University),*  
A.B., Duke; A. M., Princeton; Th.B., Th.M., Princeton Theological  
Seminary; Edinburgh, 1919; Garrett, 1924;  
BIBLICAL LITERATURE.

BENJAMIN GUY CHILDS,  
*(Duke University),*  
A.B., A.M., University of Virginia; University of Virginia, 1920-22;  
EDUCATION.



## WILLIAM JOSEPH HENRY COTTON,

*(Duke University),*A.B., Temple University; A.M., Ph.D., University of Pennsylvania;  
ECONOMICS.

## BERT CUNNINGHAM,

*(Duke University),*B.S., M.S., Illinois Wesleyan; A.M., Duke; Ph.D., University of Wisconsin;  
BIOLOGY.

## WILLIAM WHITFIELD ELLIOTT,

*(Duke University),*B.A., Hampden-Sydney; M.A., University of Kentucky; Ph.D., Cornell;  
MATHEMATICS.

## PAUL NEFF GARBER,

*(Duke University),*A.B., Bridgewater; A.M., Ph.D., University of Pennsylvania; Crozer  
Theological Seminary, 1919-21;  
RELIGION: CHURCH HISTORY.

## WALTER KIRKLAND GREENE,

*(Duke University),*A.B., Wofford; A.M., Vanderbilt; A.M., Ph.D., Harvard;  
ENGLISH.

## WILLIAM HOLLAND HALL,

*(Duke University),*A.B., A.M., Duke; B.C.E., University of Michigan; M.S.C.E.,  
University of Wisconsin;  
ENGINEERING.

## CHARLES CLEVELAND HATLEY

*(Duke University),*A.B., Duke; A.M., Ph.D., Columbia;  
PHYSICS.

## HOLLAND HOLTON,

*(Duke University),*A.B., Duke; J.D., The University of Chicago; The University of  
Chicago, 1926-27;  
EDUCATION.

## CALVIN BRYCE HOOVER,

*(Duke University),*A.B., Monmouth College; University of Minnesota, 1923-25; Ph.D.,  
University of Wisconsin;  
ECONOMICS.

BRADY RIMBEY JORDAN,

*(Duke University),*

Litt.B., Princeton; Ph.D., Wisconsin;

FRENCH.

CHARLES ALBERT KRUMMEL,

*(Duke University),*

Ph.B., Central Wesleyan College; Ph.M., Syracuse University; Ph.D.,  
University of Wisconsin; University of Marburg, 1910;

GERMAN.

JESSE MARVIN ORMOND,

*(Duke University),*

A.B., Duke; B.D., Vanderbilt;

SOCIOLOGY.

ARTHUR MARCUS PROCTOR,

*(Duke University),*

A.B., Duke; A.M., Columbia; Columbia, 1921-23, 1929-30;

EDUCATION.

WILLIAM WALTER RANKIN,

*(Duke University),*

B.E., North Carolina State College of Agriculture and Engineering; M.A.,  
University of North Carolina; Harvard, 1914-15; Columbia, 1919-21;

MATHEMATICS.

HERSEY EVERETT SPENCE,

*(Duke University),*

A.B., A.M., B.D., Duke; The University of Chicago, 1927-28;

RELIGIOUS EDUCATION.

ROBERT NORTH WILSON,

*(Duke University),*

A.B., Haverford; M.S., University of Florida; Harvard, 1905-06;  
University of Illinois, 1923-24;

CHEMISTRY.

THOMAS PERKINS ABERNETHY,

*(University of Alabama),*

A.B., M.A., College of Charleston; A.M., Ph.D., Harvard;

HISTORY.

ANDREW RUNNI ANDERSON,

*(University of Utah),*

A.B., University of Wisconsin; Ph.D., Harvard;

LATIN.

ROBERT LEE BATES,

*(Virginia Military Institute),*

A.B., L.L.B., West Virginia University; A.M., Ph.D., Johns Hopkins University;

PSYCHOLOGY.

JOHN WINDER CARR, JR.,

*(Duke University),*

A.B., Duke; A.M., Ph.D., Columbia;

EDUCATION.

LEWIS CHASE,

*(Duke University),*

A.B., A.M., Ph.D., Columbia;

ENGLISH.

LUTHER MASON DIMMITT,

*(Duke University),*

B.A., Westminster College (Mo.); A.M., University of Texas; Th.M., Princeton; University of Pennsylvania, 1927; Columbia, 1926-28;

EDUCATION.

HASTINGS EELS,

*(Ohio Wesleyan University),*

A.B., Clark University; A.M., B.D., Princeton; Ph.D., Yale; Brussels University, 1921-22; Ghent University, 1928-29;

HISTORY.

WILLIAM DANIEL ELLIS,

*(Principal of Richmond Normal School, Richmond, Va.),*

A.B., A.M., Randolph-Macon; A.M., Columbia; Columbia, 1922-23, 1929-30;

EDUCATION.

GEORGE HOBEN ESTABROOKS,

*(Colgate University),*

B.A., Acadia University; Diploma of Education, Diploma of Anthropology, Oxford University; Ph.D., Harvard;

PSYCHOLOGY.

GEORGE DEWEY HARMON,

*(Lehigh University),*

A.B., A.M., Duke; University of Pennsylvania, 1923-25;

HISTORY.

EVELYN JONES HAWKES,

*(New Jersey College for Women),*

A.B., A.M., Duke; Ph.D., University of Pennsylvania;

EDUCATION.

CHARLES E. LANDON,

*(Duke University),*A.B., A.M., University of Kansas; Ph.D., University of Illinois;  
ECONOMICS.

EDWIN RAY HUNTER,

*(Maryville College),*A.B., Maryville College; A.M., Ph.D., The University of Chicago;  
ENGLISH.

JOHN THOMAS LISTER,

*(College of Wooster),*A.B., Butler College; Ph.B., A.M., Ph.D., The University of Chicago;  
Université de Geneva, 1901;  
SPANISH.

EDWARD ROY CECIL MILES,

*(Duke University),*B.S., Georgia School of Technology; M.A., Harvard; Ph.D., Rice Institute;  
MATHEMATICS.

ROBERT BELL MICHELL,

*(University of Wisconsin),*B.A., University of Toronto; A.M., Harvard; Ph.D., Wisconsin;  
FRENCH.

FRANK KIRBY MITCHELL,

*(Duke University),*A.B., Millsaps; A.M., Michigan; Oriel College, Oxford, 1921-24;  
ENGLISH.

KARL BACHMAN PATTERSON,

*(Duke University),*A.B., Roanoke College; A.M., Princeton; Johns Hopkins University,  
1908-09; University of Pennsylvania, 1909-11;  
MATHEMATICS.

ROBERT STANLEY RANKIN,

*(Duke University),*A.B., Tusculum College; A.M., Ph.D., Princeton;  
ECONOMICS.

ALBERT GRANBERRY REED,

*(Louisiana State University),*A.B., Vanderbilt; M.A., Yale; Ph.D., Harvard;  
ENGLISH.

CULVER HAYGOOD SMITH,

(*Carnegie Institute of Technology*),

A.B., Duke; A.M., Yale, 1923-25; Duke University, 1929-30;

HISTORY.

ANCEL ROY MONROE STOWE,

(*Randolph-Macon Woman's College*),

Ph B., A.M., Northwestern University; A.M., Harvard; Ph.D., Columbia.

EDUCATION.

DENNIS CLAYTON TROTH,

(*University of Illinois*),

B.Ed., A.M., Ph.D., University of Washington;

EDUCATION.

WARREN CHASE VOSBURGH,

(*Duke University*),

B.S., M.S., Union College; Ph.D., Columbia;

CHEMISTRY.

LORING BAKER WALTON,

(*Duke University*),

A.B., Princeton; Lic.èt L., Harvard; Sorbonne, 1922-24;

FRENCH.

FREDERICK ELIPHAZ WILSON,

(*Duke University*),

A.B., Oberlin; A.M., Columbia; Leipzig, 1916-17; Harvard, 1922-23;

GERMAN.

ROBERT RENBERT WILSON,

(*Duke University*),

A.B., Austin College; A.M., Princeton; Ph.D., Harvard;

ECONOMICS.

GEORGE SHERMAN AVERY, Jr.,

(*Duke University*),

B.S., Tulane; M.S., Dartmouth; Ph.D., University of Wisconsin;

BOTANY.

HENRY STODDARD CURTIS,

(*State of Missouri, Director of Hygiene and Physical Training*),

A.B., Olivet College (Mich.); A.B., Yale; Ph.D., Clark,

EDUCATION.

KADER RANDOLPH CURTIS,

(*Superintendent of Wilson County and City Schools*).

A.B., Wake Forest; Duke University, 1927-28;

EDUCATION.

THERESA DANSDILL,

(*Director of Child Health Education, North Carolina  
Tuberculosis Association*),

A.B., Des Moines University; A.M., Columbia;

HEALTH EDUCATION.

IONE HENDERSON DUNN,

(*Asheville Teachers College*),

A.B., North Carolina College for Women; M.Ed., Duke;

EDUCATION.

MILDRED ENGLISH,

(*Assistant Superintendent, Raleigh City Schools*),

B.S., M.A., Peabody; Columbia;

EDUCATION.

OSCAR ALEXANDER HAMILTON,

(*New Hanover County Schools*),

A.B., University of North Carolina; A.M., Columbia;

EDUCATION.

CHARLES ROY HAUSER,

(*Duke University*),

B.S., M.S., University of Florida; Ph.D., University of Iowa;

CHEMISTRY.

LEMUEL ROY JOHNSTON,

(*Principal High Point High School*),

A.B., University of North Carolina; A.M., Columbia;

EDUCATION.

ARCHIBALD CURRIE JORDAN,

(*Duke University*),

A.B., Duke; A.M., Columbia; Columbia, 1924-25;

ENGLISH.

MATILDA OSBORNE MICHAELS,

(*Supervisor Durham County Schools*),

A.B., Duke; A.M., Columbia;

ELEMENTARY EDUCATION.



JESSE LEE PETERSON,  
*(University of Florida),*  
 A.B., A.M., Duke; Columbia, 1925-27;  
 ENGLISH.

ESTELLE RAWL,  
*(Supervisor Charlotte City Schools),*  
 A.B., Winthrop; Smith College, 1922-23; Chicago, 1926-27;  
 ELEMENTARY EDUCATION.

JOHN HENRY SAYLOR,  
*(Duke University),*  
 A.B., Southern Methodist University; A.M., Duke; Duke, 1928-30;  
 CHEMISTRY.

JOHN HERMAN SHIELDS,  
*(Duke University),*  
 A.B., A.M., University of Texas; Columbia University, 1924-26;  
 ECONOMICS.

FREDERICK EDWARD STEINHAUSER,  
*(Duke University),*  
 A.B., A.M., University of Chicago;  
 SPANISH.

JANE CAROLINE SULLIVAN,  
*(High School Supervisor, Buncombe County),*  
 A.B., Duke; A.M., Columbia;  
 PRIMARY EDUCATION.

CHARLES EUGENE WARD,  
*(Duke University),*  
 A.B., Baker University; A.M., Duke; Duke, 1928-29;  
 ENGLISH.

CLARENCE SHAW WARREN,  
*(Superintendent Lenoir City Schools),*  
 A.B., Duke;  
 EDUCATION.

AUGUSTA MICHAELS ALSTON,  
*(Durham City Schools),*  
 A.B., Duke;  
 DRAWING.

BARTEL L. DEBRUYNE,

*(Durham High School),*

Graduate High Commercial School, Osnabrück, Germany;

HIGH SCHOOL DEMONSTRATION TEACHER IN MATHEMATICS.

CANEY EDWARD BUCKNER,

*(Durham High School),*

A.B., A.M., Duke;

HIGH SCHOOL DEMONSTRATION TEACHER IN HISTORY.

ALFRED DIXON CALLIHAN,

*(Duke University),*

A.B., Marshall College;

ASSISTANT IN PHYSICS.

ATHEY GRAVES GILLASPIE,

*(Duke University),*

B.S., Lynchburg College; Cornell, Summer 1928; Duke, 1929-30;

ASSISTANT IN CHEMISTRY.

ELIZABETH GRAY,

*(Durham City Schools),*

A.B., A.M., Duke;

PRIMARY DEMONSTRATION TEACHER.

WILBERT ARMONDE JENKINS,

*(Fellow in Biology, Cornell University),*

A.B., A.M., Duke; Cornell, 1929-30;

BIOLOGY.

PATTE JORDAN,

*(High Point City Schools),*

A.B., North Carolina College for Women;

INTERMEDIATE GRADE DEMONSTRATION TEACHER.

ALVIN VELBERT METLER,

*(Duke University),*

B.S., Adrian College; University of Michigan, 1927-28; Duke, 1929-30;

ASSISTANT IN CHEMISTRY.

HUBERT WESLEY STEPHENS

*(Duke University),*

B.S., Illinois Wesleyan University;

ASSISTANT IN PHYSICS.

# THE SUMMER SCHOOL

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## RAPID GROWTH OF THE DUKE UNIVERSITY SUMMER SCHOOL

Trinity College, which in 1925 expanded into Duke University, conducted its first summer school in 1919. The growth of the school has been not only rapid but steady since that time. In 1919, there were enrolled eighty-eight students of college grade, of whom sixty-five were teachers. In 1929 there was a total of 1452 registrations in the Summer School of Duke University and affiliated schools. Of these, 765 students enrolled in the first term of Duke University Summer School, and 447 in the second term; 214 were enrolled in the Junaluska Summer School, Inc., at Lake Junaluska; and 26 were enrolled in the Junaluska School of Religion. Deducting from the total number of registrations those who registered for two terms, there were 1171 students enrolled for either six or twelve weeks in the summer of 1929.

## AFFILIATED SUMMER SCHOOLS

The Junaluska Summer School, Inc., Lake Junaluska, N. C., is an independent school affiliated with Duke University. It will offer courses primarily for high school graduates and teachers holding the elementary certificates. It will also offer freshman and sophomore college work in Biblical literature, education, English, history, sociology, Spanish, and other undergraduate courses for high school teachers. The only graduate work offered will be in field botany. (For further information address Professor B. G. Childs, Director, Duke University, Durham, N. C., and see description of courses, pages 255 to 265.) Junaluska Summer School will begin its single term June 10 and close July 19, making it possible for a student attending Junaluska to transfer to Durham in time for the second term, July 21 to August 28.

The Junaluska School of Religion, affiliated with the School of Religion, will offer work at Lake Junaluska July 21 to August 30. (For further information address Dr. Elbert Russell, Act-

ing Dean, School of Religion, Duke University, Durham, N. C., and see description of courses on pages 266 to 269.)

### CALENDAR

The Summer School will open June 10. The first term of the school will close July 19. The second term will begin July 21 and will close August 28. Recitations will be held five days in the week, all Mondays except June 23, July 7, July 21, August 4, and August 18 being holidays. July 4 will be observed as Independence Day.

### REGISTRATION

Saturday, June 7, is registration day for Durham County and City teachers and for all other students in Durham on that day. Monday, June 9, is registration day for out-of-town students. All such students should be present at 2 P.M. to submit their credentials for admission, to select their courses, and to make arrangements concerning board and lodging. Students arriving after 5 P.M., Monday, will register Tuesday, June 10, 8:30 A.M., or 2 P.M. Regular classes will meet at 8:15, Tuesday morning, and recitation work will begin at once according to schedule.\*

For the second term, Saturday, July 19, is registration day, and classes will begin Monday, July 21, according to schedule.

### BUILDINGS AND EQUIPMENT

The work for the Summer School of 1930 will be conducted largely in the unit of new buildings on the old campus. This unit consists of an auditorium, a science building, an apartment building, and five dormitories. All buildings in this new group are in Georgian style of architecture, constructed of Baltimore brick and trimmed with Vermont marble. They are fireproof in every respect.

Each of the five new dormitories has eighty-one students' rooms and houses one hundred and sixty-two students. One of the men's dormitories will be reserved exclusively for advanced students, and a wing of one of the women's dormitories will be similarly reserved. In all dormitories the same rules

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\* N. B.—Students who register late are marked absent for all classes held prior to their registration. Late registration very seriously affects credits that may be obtained.

and regulations obtain as during the regular academic year. In the graduate dormitories all radios, graphophones, and other noise-making appliances are strictly forbidden.

The Union Building is to be the center of all social activities: besides containing two large student dining rooms, this building has a faculty dining-room, a guests' dining-room, two lounge rooms, offices for the manager and his staff, service-rooms, and rooms for every organization and activity; here will be found the post office, college barber shop, express office, and headquarters of all publications and student organizations.

### ADMISSION

Applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina elementary will be accepted from teachers with two or more years of experience. Certificates and other credentials must be submitted to the Committee on the Summer School at the time of registration. Students who wish to enroll for graduate credit should submit their credits from other institutions to the Director of the Summer School before registration, preferably by mail.

### SCOPE AND PLAN

The courses are designed to meet the needs of teachers who desire professional training and further academic instruction, of college students who desire to hasten the completion of their college work, and of graduate students desiring to continue their work toward a higher degree.

Professional courses are offered for the following grades of teachers:

1. Teachers in elementary schools: the "North Carolina 'Uniform Curricula' for Elementary Teachers." (See pages 244 to 246.)
2. Teachers of primary and grammar grades. (See pages 242 to 244. This work is stressed in the session of 1930.)
3. High school teachers. (See pages 241 and 242, and for subject-matter work in the high school subjects, pages 246 to 254.)
4. Teachers who desire credit for degrees in Duke University. (For graduate work in each department, see courses designated "G," pages 239 to 254.)
5. Superintendents, supervisors, and principals of schools. (See pages 239 to 241.)

For college students, as well as for teachers, instruction, graduate or undergraduate, is offered as designated on pages 239 to 254, in the following subject: education, Biblical literature, biology, chemistry, engineering, English, economics and government, French, German, history, religious education, Latin, mathematics, physics, psychology, and Spanish.

### CREDITS

The professional credits offered are accepted by the State of North Carolina in accordance with the rules issued by the State Department of Education.

College credits are offered as follows: A course of five hours a week for six weeks counts for two semester-hours of credit, a course of seven hours and a half a week for six weeks counts for three semester-hours of credit, and a course of ten hours a week for six weeks counts for four semester-hours of credit in Duke University. No student is given credit for more than six semester-hours of work or allowed to take more than fifteen hours of work a week without the consent of the Director and of the instructor in whose department the student expects to do his major work.\* Graduate students are not under any circumstances allowed credit for more than six semester-hours in a summer school of six weeks.

The nature of the credit allowed for each course is designated by the following letters: C, collegiate A.B. degree; G, graduate A.M. or M.Ed. degree. Courses marked C\* are intended only for students who have had two or more years of standard college training. Courses marked both C\* and G are open only to students who have had three or more years of standard college training except by special permission of the Council on Graduate Instruction.

Students registered for graduate courses in the Summer School, who desire to have their work credited toward the master's degree, should also register in the office of the Dean of the Graduate School during the first week of each summer term.

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\* No undergraduate student who has failed to make superior average in his last preceding work in the University can obtain permission to take excess work; and no student liable to suspension from the University under its rules regarding failure is permitted to enroll in summer school.



## GRADUATE INSTRUCTION

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. *Admission to graduate courses does not necessarily imply admission to candidacy for a degree.* A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

### ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.). Some departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

### ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy at the beginning of the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

### THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in

each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved *preliminary* courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

#### MINIMUM RESIDENCE REQUIREMENT

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each.

#### DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in either history of education, educational sociology, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of

a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.

#### **THESIS FOR THE MASTER'S DEGREE**

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred.

Three bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Each candidate is required to appear before the committee for an oral examination on the thesis.

#### **SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE**

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

#### **CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE**

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

#### **FORMER REGULATIONS**

Students who began graduate work at Duke University for the master's degree before June, 1930, may complete the requirements for the degree under the regulations published in the Summer School announcement for 1929 and in the bulletin of the Graduate School of Arts and Sciences for the academic year 1928-1929.

#### **DEMONSTRATION SCHOOL**

A demonstration school for primary and grammar-grade teachers is conducted for observation and demonstration work. The term begins Monday, June 16, and closes Saturday, July

26. High school teachers will have opportunity to do observation work in American history and plane geometry.

### ROOMS AND BOARD

Board and room for a term of six weeks may be secured in the University dormitories at the rate of \$45.50 per occupant with two in a room, or \$55.00 if room alone is engaged. The new dormitories, Numbers 2 and 3, will be reserved for women students, and Dormitories 4 and 5 for men students. Dormitories 3 and 4 will be reserved primarily for advanced students, and Dormitories 2 and 5 for undergraduates. There is no dormitory reserved for married students, and children are not under any circumstances admitted to the dormitories. Students desiring to bring children, or married students desiring rooms, should write the Director for a list of private rooming places where suitable accommodations may be obtained. Occupants of University rooms furnish their own bedclothes, pillows, and towels. All other essentials are supplied by the University.

All occupants of Dormitories 2 and 3 board in the Union, and occupants of Dormitories 4 and 5 are advised to board there, on account of the opportunity to meet at meal-time with their fellow-students, and because of the fact that the greater number of students guarantees better board for all, board being furnished at cost. The service is cafeteria plate-service. Students in Dormitories 4 and 5 who desire to board elsewhere will pay room-rent at the rate of \$12.50 with two in a room or \$22.00 for room alone. Students rooming off the campus who desire board in the University Union obtain it for \$37.50 for the term.

### FEES

Teachers are not required to pay tuition fees. All other students are charged a tuition fee of \$3.00 for each college credit hour, or \$1.50 for each semester-hour. All students, teachers included, pay a registration fee of \$17.00 per term, which includes the cost of a recreation ticket entitling them to admission to the tennis courts and swimming pool and to all recreational programs, including plays, lectures, etc. Students in the sciences pay the laboratory fees required in regular term work. Students who enroll for more than the normal schedule of work are charged an excess registration fee of \$5.00.

Major expenses may be estimated as follows for each term:

Registration .....	\$17.00
Room rent and board .....	45.50
<hr/>	
Total major expenses to teachers .....	\$62.50

To this total should be added the tuition fee of \$9.00 or \$12.00 charged students other than teachers in the public schools, about \$7.00 for books, and probably \$3.00 for miscellaneous expenditures.

### COURSES FOR STUDENTS ENTERING COLLEGE

Increasing numbers of students, particularly those who contemplate entering a medical school, desire to complete the college course in three years. To meet the needs of these students, the Summer School offers a number of courses in freshman college work, enabling 1930 graduates of high school to begin their college course in the summer instead of waiting until September.

### RESERVATION IN ADVANCE

Classes are of limited enrollment. All students should enroll promptly, for all applications, both for classes in which the applicant desires to enroll and for rooms, will be filed in the order in which they are received. Each application for a reservation should be accompanied by a check for \$5.00 in part payment of the registration fee. This check reserves a room also if the student states a desire to room in one of the university buildings. Make all checks payable to the Summer School of Duke University.

### REDUCED RAILROAD FARES

Reduced railroad rates on the round trip identification plan have been authorized from all stations in North Carolina, South Carolina, Virginia, Georgia, and Florida (except those on Louisville and Wadley Railway, Wadley Southern Railway, Sylvania Central Railway, and Winston-Salem Southbound Railway); also from West Virginia east of and including Williamson, via Norfolk and Western Railway. Address the Director of the Summer School for identification blank.



### APPOINTMENT BUREAU

A teachers' appointment bureau is maintained for the benefit of teachers desiring a change of position. There is no charge for this service.

### RECREATION AND ENTERTAINMENT

At the time of registration a season ticket to recreation programs is given to each student. In addition to the right of attending the plays, concerts, and other features of entertainment provided, this ticket entitles the student to use of the tennis courts and of the swimming pool. The swimming pool is open an hour and a half daily for various groups of students. The Quadrangle Pictures, sponsored by the University Y. M. C. A., present an early-evening program twice a week. Three of these programs are included in the features covered by the recreation ticket. There are also early-evening programs of plays and games planned for out-of-doors three or four evenings weekly.



# COURSES OF INSTRUCTION

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## EXPLANATIONS AND ABBREVIATIONS

Classes meet daily five times per week for six weeks unless otherwise indicated. Classes that meet for fifty-minute periods are indicated as carrying two semester-hours of credit. Classes meeting eighty-minute periods daily count for three semester-hours except where credits are stated otherwise.

Courses are arranged alphabetically by departments, except that courses in Education are listed first for the convenience of the large number of teachers who enroll primarily for professional credits. Subdivisions in Education indicate special classes of teachers for whom each group of courses was primarily planned. The number attached to a course, except in case of courses not given the preceding term or in the case of courses designated by the North Carolina State Department, are the same numbers used in describing courses in the regular term, with the letter "S" preceding; for example, Education S 6a and S 6b would correspond to Education 6 of the regular term, "a" and "b" being subdivisions of the complete course. The letters beyond "b" indicate work in the same field as the main course but not duplicating the work listed in the preceding university catalogue.

In the description of courses the following abbreviations occur: *C* following a course means that the course carries credit for the A.B. degree; *C\**, credit toward the A.B. degree for students having completed two or more years of college work; *G*, credit towards a graduate degree; the numeral *1* means that the course comes the first one-hour period daily, beginning at 8:15; *2*, the second one-hour period, beginning at 9:15; *3*, the third one-hour period beginning at 10:15; etc. *A* means that the course comes the first eighty minutes daily, beginning at 8:15; *B* means that the course comes at the eighty-minute period beginning at 9:45; *D* means that the course meets an eighty-minute period daily, beginning at 11:45; *I* means that the course is offered the first term; *II*, that it is offered the second term; *I, II*, that the course is offered either term. Periods *1, 2, 3*, and *4* do not conflict, and periods *A, B*, and *D* do not conflict; but period *A* conflicts with *1* and *2*, *B* with *2* and *3*, and *D* with *4*.

N.B.—Different State Departments of Education grant professional credit for various courses in accordance with their own carefully defined rules. Every student should inquire carefully at or before registration as to what professional credit is allowed for each course in his state.

## EDUCATION

### COURSES PRIMARILY FOR SUPERINTENDENTS, PRINCIPALS, AND SUPERVISORS

(Superintendents, principals, and supervisors will find specialized courses grouped under courses designated "Primarily for High School

Teachers" and "Primarily for Grammar-Grade and Primary Teachers." It is recommended that some work be elected from these special groups. Attention is called to the courses described immediately below as **Major Course for County Superintendents and Principals, Major Course for City School Superintendents and Principals, Major Course for Elementary Supervisors and Principals of Elementary Schools, Major Course for High School Teachers.**)

**M43. Major Course for County School Superintendents and Principals.**—This course includes S43 below and allied work selected by the student, with the approval of the instructor in charge of course S43. *Schedule to be arranged.* 6 s.h. †I,—C\*, G. MR. PROCTOR AND OTHERS  
(Class enrollment limited to 15.)

**M21. Major Course for City School Superintendents and Principals.**—This course includes course S13\* and allied work selected by the student, with the approval of the instructor in charge of S13\*. *Schedule to be arranged.* 6 s.h. II—C\*, G. MR. PROCTOR AND OTHERS  
(Class enrollment limited to 15.)

**M32. Major Course for Elementary Supervisors and Principals of Elementary Schools.**—This course includes S32 below and allied courses selected by the student, with the approval of the instructor. Term papers and other assignments and special conferences will center around the technique of teaching and administering the course of study in the elementary school. *Schedule to be arranged.* 6 s.h. I, II—C\*, G.

MR. CARR AND OTHERS (*first term*)

MR. ELLIS AND OTHERS (*second term*)

(Class enrollment limited to 15.)

**M10. Major Course for High School Teachers.**—This course includes S10<sup>b</sup> below and allied work selected by the student, with the approval of the instructor. Term papers and other assignments will center around the problems of the general methods of teaching and administration of the high school curricula. *Schedule to be arranged.* 6 s.h. I, II—C\*, G.

MR. TROTH AND OTHERS

(Class enrollment limited to 15.)

**S9. Statistical Methods in Education.**—A course intended to familiarize teacher, supervisor, and administrator with the statistical method of treating educational and social data, so as to enable them to interpret and use the results of recent investigation in the science of education. Text-books, special assignments, and reports. D, I. 3 s.h.—C\*, G.

MR. DIMMITT

**S11. Introduction to a Philosophy of Democratic Education.**—A study of fundamental concepts underlying secondary and collegiate educational theory as applied to the preparation of socially efficient citizens for a democracy. Textbooks and discussions. B, I. 3 s.h.—C\*, G.

MR. STOWE

† For explanation of I, II, C\*, G, see "Explanations and Abbreviations" on preceding page

**S13. City School Administration.**—A study of the organization and administration of city school systems, including administrative phases of supervision. Students enrolled in this course will be expected to place special emphasis upon that phase of school administration in which they are engaged or are most interested. *A, II. 3 s.h.—C\*, G.* MR. PROCTOR

**S15. Principles of Vocational Guidance.**—A study of the objectives and underlying principles of vocational education, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite: six semester-hours in educational sociology, preferably courses 5 and 15\*. *B, II. 3 s.h.—C\*, G.* MR. CHILDS

**S15<sup>d</sup>. Sociological Study of Elementary Education.**—A study of social and economic forces as affecting elementary education. *B, I. 3 s.h.—C\*, G.* MR. ELLIS

**S15<sup>e</sup>. Principles of Vocational Education.**—A study of the social basis for vocational education; a brief review of the developments in the field up to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. *D, II. 3 s.h.—C\*, G.* MR. CHILDS.

**S28. The Psychology of Learning.**—A study of different types of learning, principles which underlie successful guidance of learning, methods and conditions of learning, individual differences, etc. Constant reference to experimental literature. *B, I. 3 s.h.—C\*, G.* MR. DIMMITT

**S29. Problems and Theories of College Education.**—An intensive study of important problems confronting American colleges, of efforts being made to solve the problems studied, and of theories of college education underlying those efforts. Lectures, readings, research, and paper embodying results of research study. Open only to graduate students who have taught or who are preparing to teach in college. *A, I. 3 s.h.—G.*

(Class enrollment limited to 20.)

MR. STOWE

**S30. Methods of Research in Education.**—This course is designed for those students who are engaged in or contemplate writing theses in the field of education. It deals with the procedures and criteria for setting up and carrying through sound experiments in education. It also considers those types of research where reflective thinking and documentary evidence are the dominant factors. *D, I. 3 s.h.—G.*

MR. HOLTON, MR. PROCTOR, AND OTHERS

**S30X. Thesis Course.**—Students desirous of obtaining residence credit toward a thesis in Education are expected to enroll in this course and report regularly upon their problem for discussion and criticism. No student can enroll who is carrying more than three semester-hours of other work. *D, II—Residence credit only.* MR. PROCTOR AND OTHERS

**S32. Supervision of Elementary School Subjects.**—A course planned to meet the needs of school principals, teachers, and others interested in classroom supervision. Objectives and approved methods in the elementary school subjects. Weekly papers, group conferences, and class discussions. *B, I, II. 3 s.h.—C\*, G.*

MR. CARR (*first term*)

MR. ELLIS (*second term*)

**S40. Research in the Organization and Administration of Health Education.**—A graduate course for principals and superintendents, consisting of research in the principles, objectives, and methods to be followed in the organization of health education into the school program. Lectures and discussions of various phases of school, community, and personal hygiene, with special readings and preparation of papers. *D, I. 3 s.h.—C\*, G.*

MR. H. S. CURTIS

**S43. State and County School Administration.**—A study of state and county organization of public schools, emphasizing underlying principles. *A, I. 3 s. h.—C\*, G.*

MR. PROCTOR

#### COURSES PRIMARILY FOR HIGH SCHOOL TEACHERS

(High school teachers are advised to elect also such courses listed above as S9, S11, S15<sup>b</sup>, S15<sup>a</sup>, S15<sup>c</sup>, and S28.)

**S6f. Social Principles of Secondary Education.**—Through a study of the social phases of modern democratic life the course aims to discover principles, points of view, ideals, interests, and methods of procedure of service to secondary school and college teachers and administrators interested in meeting the social and cultural needs of their students. Textbook study, readings, discussions, research, and paper incorporating results of research study. Open only to graduate students, or to seniors who have taught in secondary school. *B, II. 3 s.h.—C\*, G.* MR. STOWE

**S6s. Problems of Secondary Education: Extra-Curricular Activities, Use of Library, Vocational Guidance.**—A course dealing with the problems of educating the child through his activities and of helping him find his place in society; also with the problems arising in the personal relationships of high school pupils with teacher and principal and with fellow students. *D, I. 3 s. h.—C\*.*

MR. JOHNSTON

**S10<sup>b</sup>. General Methods for Secondary Schools.**—Class-room management and discipline; the teacher's use of the question; the project and how to organize it; the socialized recitation; supervised study; etc. No student is permitted to enroll in this course who has taken course S6<sup>a</sup> S6<sup>b</sup>, and every student enrolling must present at least twelve semester-hours of work in education and psychology. *D, I, II. 3 s. h.—C\*, G.* MR. TROTH

**S10<sup>c</sup>. Problems in High School and Junior College Teaching.**—A brief study of the purposes and objectives of secondary education, followed by assignments in which each member of the class endeavors to organize some secondary subject in the light of desirable results in the lives of

pupils. Lectures, readings, discussions. Open only to students who have taught in high school or junior college. *A, II. 3 s. h.—C\*, G. MR. STOWE* (Class enrollment limited to 25.)

**S16. High School Administration and Supervision.**—A study of outstanding problems. Special investigations and reports. *B, I, II. 3 s.h.—C\*, G. MR. TROTH*

**S18°. Analysis of Study and Study Habits, in the High School Subjects.**—College freshmen not infrequently fail because they do not know how to study. This course, for high school teachers, consists of a brief survey of the available literature of study, followed by case-work in the habits of high school and undergraduate college students, and a survey of the peculiar learning problems presented by typical secondary school subjects. *A, I. 3 s. h.—C\*.* MR. K. R. CURTIS

#### COURSES PRIMARILY FOR GRAMMAR-GRADE AND PRIMARY TEACHERS

(These courses are for teachers with two or more years of standard college training. Teachers with less training are advised to take the courses listed under title "North Carolina 'Uniform Curricula' for Elementary Teachers." Primary and grammar-grade teachers who meet prerequisites are advised to consider some work from the courses listed "Primarily for Superintendents, Principals, and Supervisors," and to consider also such subject-matter or cultural courses as Bible S1<sup>a</sup>, S1<sup>b</sup>; Economics S1<sup>a</sup>, S2<sup>a</sup>, S9<sup>b</sup>, S14, S15; English SC2<sup>a</sup>, SC2<sup>b</sup>, SL2, S30<sup>e</sup>; History S9<sup>a</sup>, S9<sup>b</sup>; and Psychology S1.)

**S2A<sup>a</sup>. Primary Methods in Language and Reading.**—A study of materials and methods in the mother-tongue. Not open for enrollment to students who have had credit for course 23P or 35P of the North Carolina "Uniform Curricula." *A, I, II. 3 s.h.—C\*.* MISS MICHAELS

**S2A<sup>b</sup>. Children's Literature.**—A critical study of literature for primary grades; types of literature; story telling, principles underlying and practice; study of State Course of Study and adopted texts; bibliographies and use of the library. Not open for enrollment to students who have had credit for course English 74P of the North Carolina "Uniform Curricula." *D, I. 3 s. h.—C\*.* MISS MICHAELS

**S2B<sup>a</sup>. Grammar-Grade Methods in Language, Composition, and Reading.**—A study of materials and methods in the language subjects of grades four to seven. Not open for enrollment to students who have had credit for course 23G of the North Carolina "Uniform Curricula." *A, II. 3 s. h.—C\*.* MRS. HAWKES

**S2<sup>b</sup>. Practical Course in Methods.**—A course centering around the practice school; fifty hours of observation, weekly conferences, and term papers required; separate sections for primary and grammar-grade teachers. No student may enroll for credit who has already taken a credit course in observation and practice. *Schedule to be arranged by each student and the instructors. 2 s.h., I—C\*.*

MR. CARR, MISS GRAY, AND MISS JORDAN



**S2<sup>e</sup>. The American Elementary School.**—(a) The responsibility of the elementary school; (b) relation to the junior and senior high schools; (c) sociological objectives; (d) curriculum values; and (e) classification of elementary pupils. An attempt throughout the session to determine desirable conduct controls and personality outgrowths as a result of (1) the correct presentation of subject matter and (2) the provision of necessary school situations. *B, I, 3 s. h.—C\**. MR. K. R. CURTIS

**S2<sup>d</sup>. The Teaching of Arithmetic.**—Elementary psychology of arithmetic, place and value of drill, diagnosis of difficulties, remedial measures, place of arithmetic in the elementary school curriculum, etc. A special section for primary teachers the first term. *A, I, 3 s.h.—C*.

MR. JOHNSTON

**S2A<sup>d</sup>. The Teaching of Primary Numbers.**—A special section of S2<sup>d</sup> for primary teachers. *A, I, 3 s.h.—C*.

MISS SULLIVAN

**S2A<sup>e</sup>. School Hygiene and Health Education: Primary Section.**—This course includes two semester-hours of work in general, personal, and school hygiene, with some instruction in anatomy and physiology; cause, transmission, and prevention of communicable diseases; the more common defects of school children; schoolhouse sanitation; medical inspection; etc. An effort is also made to acquaint the student with the technique of health teaching and gives her source of material and assistance in selection and organization of subject-matter. Not open for enrollment to students who have had S2B<sup>e</sup> or Physiology 51X below. *B, I, 3 s.h.—C*.

MISS DANSILL

**S2B<sup>e</sup>. Physical Education in the Elementary School.**—A study of physical education and health work in the elementary school; methods of organization and activities; lectures, discussions, and reports. In addition to the daily recitation period two evening periods weekly in which games suitable for the elementary program will be taught. *B, I, 3 s.h.—C*.

MR. CURTIS

**S2<sup>f</sup>. The Teaching of Geography.**—This study is intended for elementary supervisors and grammar-grade teachers who have at least two years of standard college training. Economics S15 or S1<sup>a</sup> should accompany or precede this course. Organization of subject matter and fundamental aims in geography teaching will be stressed. In the second term, supplementary work in the teaching of history will be included. *D, I, II, 3 s.h.—C\**.

MR. HAMILTON (*first term*)

MRS. HAWKES (*second term*)

**S2A<sup>f</sup>. The Teaching of Primary Geography and Nature Study.**—A special section of S2<sup>f</sup> for primary teachers. *D, I, 3 s. h.—C\**. MISS SULLIVAN

**S3<sup>a</sup>. School Organization and Administration for the Classroom Teacher.**—School and classroom organization and administration as they arise in the work of the classroom teacher. Not open to teachers who have credit for course 24X of the "Uniform Curricula." *D, I, 3 s. h.—C\**.

MR. WARREN



**S7. The Technique of Teaching.**—An advanced course in the teaching process; the theory underlying sound technique applied specifically to the work of the elementary school. Open to primary and grammar-grade teachers of superior training and experience. *D, I, II. 3 s.h.—C\*, G.*

MR. CARR (*first term*)

MR. ELLIS (*second term*)

**S12A. Curriculum and Materials of the Primary Grades.**—A study of curriculum problems in grades one to three; underlying principles of large-unit teaching; centers of interest around which units of work may develop; criteria for selection; collection and organization of materials; organization of the curriculum around large units; checking the results against objectives and subject-matter requirements; technique of teaching large units, including the place of drill, the program of work, provision for individuality, and the relationship of the various subjects to the units of work. Individual assignments. *A, I. 3 s.h.—C\*.*

MISS ENGLISH

**S12B. Curriculum and Materials of the Grammar Grades.**—Identical with S12A above, except that illustrative materials are chosen with the child of grades four to seven in mind. *B, I. 3 s.h.—C\*.*

MISS ENGLISH

**S34. Problems in Experimental Education.**—A study of various educational experiments and experimental schools now under discussion and an analysis of their underlying theories and the general trends of procedure. *A, I. 3 s.h.—C\*.*

MR. ELLIS

#### NORTH CAROLINA "UNIFORM CURRICULA" FOR ELEMENTARY TEACHERS

Since many North Carolina teachers are still planning to raise their certificates under the North Carolina curricula that went into effect in 1924, selected courses from these curricula are indicated below. It will be observed that many of the courses carry credit of 3 semester-hours, extended beyond the smaller units of the original curricula. Teachers who have been following the "Uniform Curricula" should pursue the courses in the order listed.

#### SELECTED COURSES FROM THE SUMMER SCHOOL UNITS OF THE NORTH CAROLINA "UNIFORM CURRICULA"

**English 33X. English Composition.**—Identical with English SC2\*. *2, I, II. 2 s.h.—C.*

**Psychology 41X. Child Study.**—Included in Psychology S14\*. *D, I, II. 3 s.h.—C.*

MR. BATES (*first term*)

MISS DUNN (*second term*)

**Physiology 51X. Personal and School Hygiene.**—General, personal, and school hygiene with some instruction in anatomy and physiology; cause, transmission, and prevention of communicable diseases; the more common defects of school children; school-house sanitation; medical inspection; etc. *A, I. 3 s.h.—C.*

MISS DANSILL

**History 52X. American History, 1828-1865.**—Included in History S9<sup>b</sup>. *D, I, II. 2 s.h.—C.*

**Education 55G. The Teaching of Grammar-Grade Arithmetic.**—Included in Education S2<sup>d</sup>. *A, I. 2 s.h.—C.*

**Education 56P. Primary Numbers and Projects.**—Included in Education S2A<sup>d</sup>. *A, I. 2 s.h.—C.*

**Education 67P. Primary Curriculum.**—The aims and objectives of education in the primary grades; subject matter and school activities; study of the State Course of Study; organization of the primary curriculum; the place of projects and child activities as a basis for organization. For primary teachers. Grammar-grade teachers desiring a similar course should take 66G below. *A, I. 3 s.h.—C.* MR. WARREN

**Education 66G. A Study of Grammar-Grade Curriculum.**—The aims and objectives of education in the intermediate and grammar grades; pupil activities and experiences for accomplishing these; organization of the grammar grade curriculum; etc. The North Carolina State Course of Study will be used in addition to a text-book. For teachers of the grammar grades. Primary teachers desiring similar work should elect 67P above. *B, I. 3 s.h.—C.* MR. HAMILTON

**Geography 72G. The Teaching of Geography.**—Type studies of North America, with major emphasis upon the United States, to bring out and illustrate the fundamental principles of good geography teaching. Observation work required. *D, I, II. 3 s.h.—C.*

MR. HAMILTON (*first term*)

MISS RAWL (*second term*)

**Industrial Arts 61P.**—Manipulation and work with clay, textiles, wood, paper, food, printing, etc., intended to give the child an acquaintance with the raw products of nature, and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, tools, etc. Each student taking the course must complete a project based upon the work of the grade in which she expects to teach. *D, I, II. Professional credit only, 3 points.* MRS. ALSTON (*first term*)

**Drawing 72P, 72G.**—A study of color theory, design, perspective, representation, illustration, picture study, etc., through the media of charcoal, water colors, crayons, clay, etc., with a large amount of outside assignment for primary and for grammar-grade teachers. Each student taking the course must complete a project based upon the work of the grade in which she expects to teach. *B, I, II. Professional credit only, 3 points.* MRS. ALSTON (*first term*)

**Education 73P. History Material for Primary Grades.**—A study of history materials for primary grades, with methods of presentation, practice in constructing and telling stories suitable for children from biographies, travel, etc. *B, II. 3 s.h.—C.*

MISS RAWL (*second term*)

**English 74P. Children's Literature.**—Included in Education S2A<sup>b</sup>. *D, I, 3 s.h.—C.*

**Psychology 82X. Educational Psychology.**—A study of original nature, individual differences, the learning process, and mental hygiene in their relation to teaching elementary pupils. *A, II—C.* MISS DUNN

**Writing 82X.**—A course combining practice for skill with a study of the educational theory underlying the teaching of handwriting. *Schedule to be arranged. I, II—Professional credit only, half course.*

**Geography 83X. Economic Geography and Types of Industry.**—Identical with Economics S15. *A, I, II. 3 s.h.—C.* MR. LANDON

**Sociology 91X. Social Problems.**—An intensive study of several social problems; crime, pauperism, juvenile delinquency; child labor; charities; race problem; immigration; Americanization. Relation of school and teacher to these problems. *B, I, II. 3 s.h.—C.* MR. ORMOND

**Music 92X. Elements of Music and Musical Appreciation.**—A continuation of Music 51X. *A, I, II—Professional credit only, 3 points.*

**History 94X. Citizenship.**—Identical with Government S2<sup>a</sup>. *D, I, II.*

**English 96G. English Literature.**—This course is included in English SL1. *D, I, II. 3 s.h.—C.*

**Education 98G. Grammar-Grade Methods in Geography and History.**—The fundamental purposes in the teaching of geography and history; aims and values; type lessons and organizing subject-matter. *D, II. 3 s.h.—C.* MRS. HAWKES

### BIBLICAL LITERATURE

**S1<sup>a</sup>. Old Testament History and Literature.**—This will include a general survey of the Old Testament. *A, II. 3 s.h.—C.* MR. CANNON

**S1<sup>b</sup>. New Testament Background and Literature.**—The preparation for Christianity by the Hebrew prophets and intertestamental development: a survey of the New Testament. *B, II. 3 s.h.—C.* MR. CANNON

### BIOLOGY

[S21<sup>a</sup> and S21<sup>b</sup> below when completed constitute one of the science courses required for graduation. They should be taken together.]

**Botany S21<sup>a</sup>. Introductory Botany.**—Equivalent to Botany 1 of the regular term. A general course dealing with plants. *Class conferences daily, 1; laboratory daily, 2, 3. I. 4 s.h.—C.*

MR. AVERY AND MR. ——— (first term)

MR. JENKINS (second term)

**Zoölogy S21<sup>b</sup>. General Zoölogy.**—Identical with Zoölogy I of the regular term. An elementary survey of the animal kingdom. *Lecture and quiz daily, 4; laboratory daily, 2:30-4:30. I, II. 4 s.h.—C.*

MR. CUNNINGHAM AND MR. ———

**Botany S4. Plant Physiology.**—Laboratory and lectures. Prerequisite, Botany or Zoölogy S21. *Lectures daily, 4; laboratory daily, 2:30. I. 3 s.h.—C\*, G.*

MR. AVERY

**Zoölogy S19. Research.**—Students, who in the judgment of the department are prepared, may carry on investigation of a problem during the summer, and credit will be arranged according to the work done, three hours of laboratory work counting one hour credit. *I, II—G.*

MR. CUNNINGHAM

**Zoölogy S27. Endocrinology.**—A study of the structure, physiology, and embryology of the endocrine glands. Students desiring laboratory work in this course should register for S19. *I, I. 2 s.h.—C\*, G.*

MR. CUNNINGHAM

## CHEMISTRY

**S1. General Inorganic Chemistry.**—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. *8 s.h. Lectures daily, 1; recitation daily, 4; laboratory hours to be arranged, II—C.*

MR. R. N. WILSON AND MR. METLER

**S2. Qualitative Analysis.**—A development of the fundamentals of the ionic theory as applied to analytical reactions with special consideration of the application of the laws of chemical equilibrium and of the modern theories of solution. *Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30. I. 4 s.h.—C.*

MR. SAYLOR

**S3. Quantitative Analysis.**—The classroom work includes the general theory of quantitative separations, the calculation of results, and the solution of problems. The laboratory work aims to develop technique and to familiarize the student with representative quantitative methods. *Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30. II. 4 s.h.—C.*

MR. VOSBURGH

**S5<sup>a</sup>. Organic Chemistry.**—An introduction to the study of the compounds of carbon. Courses 2 and 3 are prerequisite except in special cases. *Lecture 1; laboratory every other day beginning Tuesday afternoon, June 10, 2:30-5:30; quiz every other day beginning Wednesday, June 11, third period. I. 4 s.h.—C.*

MR. HAUSER AND MR. GILLASPIE

**S5<sup>b</sup>. Organic Chemistry.**—A more detailed study is made of subjects such as stereoisomerism, substitution in the benzene ring, diazo reactions, etc. Course S5<sup>a</sup> prerequisite. *Lectures, laboratory, and quizzes as in S5<sup>a</sup>. II. 4 s.h.—C.*

MR. HAUSER

## ECONOMICS AND GOVERNMENT

**S1<sup>a</sup>. Principles of Economics.**—A short course in the essential principles of economic science. Students who complete this course satisfactorily may be admitted to Economics 4 and 5 during the college year 1930-31. *B, I, 3 s. h.*—C.

MR. COTTON

**S1<sup>b</sup>. Economic Problems.**—A continuation of S1<sup>a</sup>, involving the study of problems. *B, II, 3 s. h.*—C.

MR. HOOVER

**S2<sup>a</sup>. Elementary Survey of American Government and Politics.**—A study of the organization, growth, and practical working of national, state, and local government in the United States; background course for the work of teachers of citizenship in the public schools. *D, I, II, 3 s. h.*—C.

MR. R. R. WILSON (*first term*)

MR. R. S. RANKIN (*second term*)

**S7. Accounting.**—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods. *A, B, D, I, 6 s.h.*—C.

MR. SHIELDS

**S8<sup>a</sup>. American Constitutional Law and Theory.**—Attention is given to leading constitutional principles of American government, as developed through judicial interpretation. Emphasis is placed upon problems of current importance. Lectures, reading of cases, assigned legal problems. *B, I, 3 s.h.*—C\*, G.

MR. R. R. WILSON

**S9<sup>b</sup>. City and County Government.**—A study of the general problems of city government in the United States. The latter part of the course is devoted to a study of county government in the United States, with particular reference to North Carolina. *B, II, 3 s. h.*—C\*, G.

MR. R. S. RANKIN

**S14<sup>b</sup>. Economic Functions of the State.**—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. *A, II, 3 s. h.*—C\*, G.

MR. HOOVER

**S15. Economic Geography and Industrial Organization.**—A course based upon the principles of geography and intended to explain how man's industries are determined by his environment. An intensive study of major industries in the United States; the economics of such industries as agriculture, mining, manufacturing, transportation, and banking emphasized. Students may select a specific industry for collateral readings and term papers. *A, I, II, 3 s.h.*—C.

MR. LANDON

**S54<sup>b</sup>. Industrial Relations.**—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various institutions. *A, I, 3 s. h.*—C\*, G.

MR. COTTON



## ENGINEERING

**C.E.S. 10. Plane Surveying.**—Exercises in use of chain, tape, compass, level, transit, and plane-table; surveys and re-surveys. *Three weeks, eight hours a day, beginning May 31. 3 s.h.—C.* MR. HALL

## ENGLISH

**SC1<sup>a</sup>. English Composition.**—A course in the fundamentals of English composition, oral and written. When taken in combination with SC1<sup>b</sup> below, it gives credit for required work in freshman English composition. *3, I—C.* MR. WARD

**SC1<sup>b</sup>. English Composition.**—A thorough review of the fundamentals of English grammar with special attention to sentence structure, syntax, common errors, etc. Frequent themes. *1, I—C.* MR. WARD

**SL1. English Poetry.**—The principles of English versification and a general survey of English poetry. *D, I, II. 3 s.h.—C.*

MR. A. C. JORDAN (*first term*)

MR. PETERSON (*second term*)

**SC2<sup>a</sup>. English Composition.**—By means of instruction, frequent conferences, and extensive writing of assignments this course undertakes to make the student familiar with the qualities of the best prose style. Open only to those who have credit for SC1<sup>a</sup> and SC1<sup>b</sup>. *2, I, II—C.*

MR. A. C. JORDAN (*first term*)

MR. PETERSON (*second term*)

**SC2<sup>b</sup>. English Composition.**—Continuation of SC2<sup>a</sup>; emphasis upon extensive writing in exposition and narration. When completed in combination with SC2<sup>a</sup>, this course completes required work in English composition. *3, I, II—C.*

MR. A. C. JORDAN (*first term*)

MR. PETERSON (*second term*)

**SL2<sup>a</sup>. Prose Literature.**—Reading and study of selected works of the best writers of prose; lectures on the lives of the authors studied; the periods of literary history; origin and growth of the various types of prose literature, with emphasis upon the novel. With SL2<sup>b</sup> below this course constitutes the regular sophomore course in English literature. SL2<sup>a</sup> and SL2<sup>b</sup> do not meet the requirements for sophomore English unless a student has credit for sophomore composition or has so creditable a record on freshman composition as to be excused by the English Department from Composition 2. *D, I. 3 s.h.—C.* MR. WARD

**SL2<sup>b</sup>. Prose Literature (Continued).**—A continuation of English SL2<sup>a</sup>, with emphasis upon biography. Students may enter SL2<sup>b</sup> without having had SL2<sup>a</sup>, but may not count it toward a degree until SL2<sup>a</sup> has been completed. *D, II. 3 s.h.—C.* MR. MITCHELL



S3<sup>a</sup>. Shakespeare's Comedies.—*A, II. 3 s.h.—C\**. MR. MITCHELL

S5<sup>a</sup>. English Literature, 1798-1832.—This course consists of the study of representative poets of the Romantic Period. *I, B. 3 s.h.—C\*, G.*

MR. REED

S5<sup>a</sup>. Prose of the Early Nineteenth Century.—A survey of the chief prose writers of the early nineteenth century with special attention to Lamb, Coleridge, Hazlitt, De Quincey, and the reviewers. *A, II. 3 s.h.—C\*, G.*

MR. MITCHELL

S6<sup>a</sup>. Chaucer.—*B, II. 3 s.h.—C\*, G.*

MR. HUNTER

S19<sup>d</sup>. Contemporary Poetry.—*B, II. 3 s.h.—C\**.

MR. CHASE

S29<sup>a</sup>. The Elizabethan Period.—This course consists of a study of non-dramatic Elizabethan literature. *I, D. 3 s.h.—C\*, G.*

MR. REED

S30<sup>c</sup>. Studies in Victorian Literature: Matthew Arnold.—An intensive study of the prose and poetry of Matthew Arnold. *A, I. 3 s.h.—C\*, G.*

MR. GREENE

S30<sup>d</sup>. Studies in Victorian Literature: The Novelists.—A study of social, political, and industrial conditions as revealed in the work of the chief novelists of the Victorian period. *B, I. 3 s.h.—C\*, G.*

MR. GREENE

S104. The Development of the American Short Story.—*D, II. 3 s.h.—C\**.

MR. HUNTER

S304. Seminar in Poe's Contemporaries.—*D, II. 3 s.h.—G.* MR. CHASE  
(Class enrollment limited to 15.)

NOTE.—English S19<sup>d</sup> and S304 are listed tentatively. If both are offered, S5<sup>a</sup> will be withdrawn. If both are withdrawn, S3<sup>a</sup> will also be withdrawn and S5<sup>a</sup> offered.

## FRENCH

S2<sup>a</sup>. Second-Year French.—Reading and translation, alternate exercises in grammar review, verb drill, and writing in French at dictation. *B, I. 3 s.h.—C.*

MR. B. R. JORDAN

S2<sup>b</sup>. Second-Year French.—Reading and translation, with prose composition. *D, I. 3 s.h.—C.*

MR. WALTON

S211. Survey of Modern French Drama.—*A, I. 3 s.h.—C\*, G.*

MR. B. R. JORDAN

S217. Seminar in Balzac.—*D, II. 3 s.h.—C\*, G.*  
(Class enrollment limited to 15.)

MR. MICHELL

S221. Contemporary Drama.—*A, II. 3 s.h.—C\*, G.*

MR. MICHELL

S222. Nineteenth Century French Poetry.—The transition from Romanticism to Parnassianism and Symbolism. *B, I. 3 s.h.—C\*, G.*

MR. WALTON

## GERMAN

**S1<sup>a</sup>. Elementary German.**—Grammar, with composition, simple reading, and spoken German. *A, D, I (first three weeks)*. 3 s.h.—C.

MR. F. E. WILSON

**S1<sup>b</sup>. Elementary German.**—Grammar, reading, and translation—*A, D, I (second three weeks)*. 3 s.h.—C.

MR. F. E. WILSON

[Auditors desiring to attend S1<sup>a</sup> and S1<sup>b</sup> without taking credit are not required to pay full registration and tuition but are subject to the auditor's fee of ten dollars.]

**S2<sup>a</sup>. Second-Year German.**—Reading and translation of easy German prose, lyrics, and ballads, with a systematic review of grammar and composition exercises based on the selections read. *A, II*. 3 s.h.—C.

MR. KRUMMEL

**S2<sup>b</sup>. Second-Year German.**—Reading and translation of narrative prose, a modern prose comedy, and one of Schiller's blank verse dramas. *D, II*. 3 s.h.—C.

MR. KRUMMEL

## HISTORY

**S9<sup>a</sup>. American History to 1828.**—A rapid survey of the Colonial and Revolutionary periods followed by a more intensive study of the National period down to the beginning of Jackson's administration. *B, I, II*. 3 s.h.—C.

MR. HARMON (*first term*)

MR. SMITH (*second term*)

**S9<sup>b</sup>. American History, 1828-1865.**—A study of national expansion, sectional rivalry, railway extension, slavery, political parties, international relations, and the Civil War. *D, I, II*. 3 s.h.—C.

MR. HARMON (*first term*)

MR. SMITH (*second term*)

**S206. The Ante-Bellum South.**—This course deals primarily with political and economic conditions, including the development of democracy from the Revolutionary through the Jacksonian Era, the transformation from the frontier to the plantation régime, and the growth of sectionalism. *D, I*. 3 s.h.—C\*, G.

MR. ABERNETHY

**S222. Renaissance and Reformation.**—A course consisting of lectures, reports, and a term paper. It will cover more intensively the history of Europe between 1500 and 1648. *B, II*. 3 s.h.—C\*, G.

MR. EELLS

**S315. Seminar in Southern History Prior to 1860.**—This is primarily a research course. Topics are assigned on various phases of the subject with the object of tracing the expansion of nationalism and democracy, particularly in the Revolutionary Period. *B, I*. 3 s.h.—G.

MR. ABERNETHY

**S322. Seminar in Early Modern History.**—A seminar course, open only by permission of the instructor. It will emphasize the Renaissance in Italy and Northern Europe. Research by students and class discussions. *D, II. 3 s.h.—G.* MR. EELLS

### LATIN AND ROMAN STUDIES

**S215. Roman History.**—From the earliest times to the reign of Constantine. Political, social, and religious institutions; the Hellenic infusion and oriental influences; the foundation of the imperial system and its decline; significance of Latin literature. A reading knowledge of Latin, including the preparation equivalent to at least twelve semester-hours of college Latin is prerequisite. Lectures and reports. *A, I. 3 s. h.—C\*, G.* MR. ANDERSON

**S216. Latin Syntax.**—Study of the fundamental problems in the development and use of the cases, tenses, and modes. Brief introduction dealing with the origin and development of studies in syntax. *B, I. 3 s. h.—C\*, G.* MR. ANDERSON

### MATHEMATICS

**S1<sup>a</sup>. College Algebra.**—This course will cover the following topics: review of elementary algebra, quadratic equations, properties of quadratics, progressions, variation, logarithms, mathematical induction, binomial theorem, functions, theory of equations, permutations and combinations, determinants. *A, I. 3 s.h.—C.* MR. MILES

**S2<sup>a</sup>. Plane and Spherical Trigonometry.**—Trigonometrical formulas; solution of special problems. *B, I. 3 s.h.—C.* MR. ELLIOTT

**S2<sup>b</sup>. Analytic Geometry.**—The definitions, equations, and properties of the straight line and conic sections in rectangular coördinates; parametric equations of loci, tangents, normals, etc., and transformations of coördinates; the general equation of the second degree. *A, II. 3 s.h.—C\*.* MR. PATTERSON

**S3<sup>a</sup>. Differential Calculus.**—*D, I. 3 s.h.—C\*.* MR. W. W. RANKIN

**S3<sup>b</sup>. Integral Calculus.**—*D, II. 3 s.h.—C\*.* MR. PATTERSON

**S4<sup>a</sup>. Theory of Equations and Determinants.**—*B, II. 3 s.h.—C\*, G.* MR. MILES

**S6. Differential Equations.**—A study of the more common types of ordinary differential equations with emphasis on geometrical interpretations and applications to geometry and physics. Prerequisite, course S3. *D, I. 3 s.h.—C\*, G.* MR. MILES

**S250. Modern Geometry.**—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high school geometry. Prerequisite, courses 2, 3<sup>a</sup>. *B, I. 3 s.h.—C\*, G.* MR. W. W. RANKIN

**S15. Probability, Introductory Course.**—Combinatory analysis, mean values, Bernoulli's theorem, the probability integral, statistics. This course should be preceded by Mathematics 3<sup>b</sup>. *A, II.* 3 s.h.—C\*, G.

MR. MILES

**S25<sup>a</sup>. Integral Equations.**—A study of the Volterra and Fredholm integral equations with special reference to their application to the boundary value problem of differential equations. Prerequisite, course 5. *A, I.* 3 s.h.—G.

MR. ELLIOTT

**S25<sup>b</sup>. Integral Equations (Continued).**—*Schedule to be arranged for the first three weeks of the second term.* 3 s.h.—G.

MR. ELLIOTT

## PHYSICS

**S1. Preliminary Physics.**—Lectures, recitations and individual laboratory work covering the fundamental phenomena of physics, a course substantially equivalent to the Physics 1 of the winter term. Two lectures, one recitation, and one laboratory period daily. *I; schedule to be arranged.* 8 s.h.—C. MR. HATLEY, MR. CALLIHAN, AND MR. STEPHENS

## PSYCHOLOGY

**S1. Introduction to General Psychology: General Principles.**—Lectures, demonstrations, prescribed readings, and reports. *B, I.* 3 s.h.—C.

MR. BATES

**S10. Social Psychology.**—Lectures, readings, and reports. *B, I.* 3 s.h.—C\*, G.

MR. ESTABROOKS

**S14<sup>a</sup>. Child Psychology.**—The outstanding characteristics of children of the primary and grammar-school ages; a course intended primarily for primary and grammar-grade teachers. Text-book; discussions, and exercises. *D, I.* 3 s.h.—C.

MR. BATES

**S14<sup>b</sup>. General Psychology for Teachers.**—A study of original nature, individual differences, the learning process, etc.; a survey of the principles of general psychology peculiarly applicable to the work of the teacher. *A, I.*

MR. BATES

**S19. Genetic Psychology.**—A study of the behavior and mental processes of the child from the comparative and developmental points of view. Lectures, assigned reading, reports. *D, I.* 3 s.h.—C\*, G.

MR. ESTABROOKS

## RELIGION: CHURCH HISTORY

**SR2<sup>b</sup>. Rise of the Denominations.**—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *A, I.* 3 s. h.—C\*, G.

MR. GARBER

**SR4<sup>a</sup>. Methodism.**—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America. Prerequisite, Church History SR2. *B, I. 3 s. h.—C\*, G.*

MR. GARBER

### RELIGIOUS EDUCATION

**S2<sup>a</sup>. Curriculum of Religious Education.**—Study of various theories of the curriculum of religious education, conception of the curriculum as enriched and controlled experience, analysis of existing curricula and critical evaluation of same. Prerequisite: at least twelve semester-hours of education or religious education. *B, I. 3 s.h.—C\*, G.* MR. SPENCE

**S3<sup>b</sup>. Materials of Character Education.**—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of development. Special emphasis on story material and modern religious poetry. Prerequisite: at least twelve semester-hours of education or religious education. *D, I. 3 s.h.—C\*, G.*

MR. SPENCE

### SPANISH

**S1<sup>a</sup>. Elementary Spanish.**—Pronunciation, grammar, conversation, and reading of easy prose. *B, I. 3 s.h.—C.* MR. STEINHAUSER

**S1<sup>b</sup>. Elementary Spanish.**—Pronunciation, grammar, conversation, and reading of easy prose. *D, I. 3 s.h.—C.* MR. STEINHAUSER

**S2<sup>a</sup>. Second-Year Spanish.**—Thorough review of grammar, with exercises in composition, conversation, and dictation. *A, II. 3 s.h.—C.*

MR. LISTER

**S2<sup>b</sup>. Second-Year Spanish.**—Reading and translation; exercises in conversation and dictation. *D, II. 3 s. h.—C.* MR. LISTER

# JUNALUSKA SUMMER SCHOOL, Inc.

(AFFILIATED WITH DUKE UNIVERSITY)

LAKE JUNALUSKA, N. C.

## INSTRUCTORS

BENJAMIN GUY CHILDS,

*(Duke University),*

A.B., A.M., University of Virginia; University of Virginia, 1920-22;

DIRECTOR

EDUCATION, SOCIOLOGY.

HUGO LEANDER BLOMQUIST,

*(Duke University),*

B.S., The University of Chicago; Pasteur Institute, 1919;

Ph.D., University of Chicago;

BIOLOGY AND HYGIENE

WILLIAM IVEY CRANFORD,

*(Duke University),*

A.B., Duke; Ph.D., Yale;

PSYCHOLOGY.

ROBERT TAYLOE DUNSTAN,

*(Greensboro College for Women),*

A.B., Duke; A.M., Ph.D., University of Wisconsin;

SPANISH.

BELLE CURRIN GHOLSON,

*(Durham High School),*

A.B., A.M., Duke;

EDUCATION.

QUINTON HOLTON,

*(Head of Department of History, Durham High School),*

A.B., Duke; The University of Chicago, 1921-23;

HISTORY.

ALLISON W. HONEYCUTT,

*(Superintendent Hendersonville City Schools),*

A.B., Wake Forest; Graduate Study, Columbia University;

EDUCATION.

EDWIN RAY HUNTER,

*(Maryville College),*

A.B., Maryville College; M.A., Ph.D., The University of Chicago;

ENGLISH.



WILLIAM CHARLES McCALL,  
*(University of South Carolina),*

A.B., A.M., University of South Carolina; The University of  
 Chicago, 1926-27;

EDUCATION.

EDNA MORGENTHALER  
*(Elementary Supervisor, High Point City Schools),*

A.B., University of Nebraska; A.M., Columbia;

PRIMARY EDUCATION.

HIRAM EARL MYERS,  
*(Duke University),*

A.B., Duke; S.T.B., S.T.M., Boston University;

BIBLICAL LITERATURE.

WILLIAM AMOS ABRAMS,  
*(Glen Alpine High School),*

A.B., A.M., Duke;

ENGLISH.

WILBERT ARMONDE JENKINS,  
*(Fellow in Biology, Cornell University),*

A.B., A.M., Duke;

ASSISTANT IN BIOLOGY.

WILLIAM LEROY MacGOWAN,  
*(Head Department of Biology, Robert E. Lee Senior High School,  
 Jacksonville, Fla.),*

A.B., Harvard University;

ASSISTANT IN BIOLOGY.

ISABEL MARTIN,  
*(East Tennessee Teachers College),*

A.B., Duke;

EDUCATION AND DRAWING.

ROSA WARREN MYERS,

Southern Conservatory of Music; American Conservatory of Music;

PUBLIC SCHOOL MUSIC.

ELMER WILLIAMS SYDNOR,  
*(Carson-Newman College),*

A.B., The University of Richmond; A.M., Columbia University;  
 Duke University, 1929-30;

ENGLISH.

BUSINESS MANAGER

JAMES R. BOYD,

Waynesville, North Carolina.

### CALENDAR

The Junaluska Summer School, Inc., will open June 10 and will close July 19. Recitations will be held five days in the week, all Mondays except June 30 and July 14 being holidays. Friday, July 4, will be observed as Independence Day.

### REGISTRATION

Saturday, June 7, is reserved for the registration of students from Haywood County. Tuesday, June 10, is registration day for all other students. This day, between the hours of 9 A.M. and 5 P.M., will be allowed for students to matriculate, select courses, and make arrangements concerning board and lodging. Regular classes will meet at 8:15, Wednesday morning, and recitation work will begin at once. Students are advised against late entrance since this very seriously affects school work as well as credits that may be obtained.

### ADMISSION

All applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina State elementary will be accepted from teachers with two or more years of experience. Certificates of high school graduation and other credentials should be submitted to the Director at the time of registration.

### COURSES OFFERED

Professional courses are offered for teachers in elementary schools, teachers of primary grades and of grammar grades, and teachers of high school subjects.

For qualified college students, including high school graduates who may wish to begin their college course in the summer instead of waiting until September, instruction will be offered in economics, education, English, Biblical literature, biology, history, Spanish, psychology, and sociology. Credit is allowed toward the A.B. degree at Duke University for these courses, and credit towards the A.M. degree is allowed for the course in field botany. Professional credit towards the raising or renewal of a North Carolina teacher's certificate will be allowed for the successful completion of courses in drawing and physical education.

### COURSE IN FIELD BOTANY

A special course in field botany will be offered to public school teachers of nature study, high school teachers of botany and biology, and to qualified college students. The course is unique in that it will consist of a careful survey of the plant life found in the mountains of western North Carolina. Frequent excursions and field trips will be made to Mount Mitchell, Mount Pisgah, the famous Pink Beds, and other sections abundant in unusual flora. A considerable amount of time will be spent in the new Great Smoky Mountain National Park area.

High school teachers and elementary school teachers of botany and related subjects will find ample opportunity for extensive study in this attractive field with either undergraduate or graduate credit.

### ROOM AND BOARD

The hotels and lodging places on the Southern Assembly Grounds at Lake Junaluska have guaranteed summer school students board and room at the special rate of \$10.00 per week, with bed-linen furnished. Room and board will be provided at the same rate in the Mission Building, the Summer School headquarters, for a limited number of early applicants. Further information relative to board and room may be obtained by addressing J. R. Boyd, Business Manager, Waynesville, North Carolina, or R. E. Nollner, The Southern Assembly, Lake Junaluska, N. C.

### FEES AND EXPENSES

Tuition charge for college students other than teachers is \$10.00. Teachers are exempt from tuition. The registration fee, paid by every student, is \$20.00. Expenses may therefore be estimated as follows:

Registration .....	\$20.00
Room and Board.....	60.00
Library and Recreation.....	2.00
	<hr/>
	\$82.00

To this should be added about \$5.00 for books and probably \$5.00 for miscellaneous expenses, besides the tuition charge for students other than teachers. A laboratory fee of \$2.50 will be charged students taking courses in biology.

# COURSES OF INSTRUCTION\*

## EDUCATION

**S2<sup>c</sup>. The American Elementary School.**—(a) The responsibility of the elementary school; (b) relation to the junior and senior high schools; (c) sociological objectives; (d) curriculum values; and (e) classification of elementary pupils. An attempt throughout the session to determine desirable conduct controls and personality outgrowths as a result of (1) the correct presentation of subject matter and (2) the provision of necessary school situations. *Daily, first period.*

MR. HONEYCUTT

**S2<sup>g</sup>. General Course in Methods.**—This course is intended for elementary teachers. It deals with the theory and practice of the teaching process. *Daily, first period.*

MISS MORGENTHAUER

**S5<sup>a</sup>. Introduction to Educational Sociology.**—Principles of sociology necessary to an understanding of the school as a social institution; a consideration of such topics as social forces, social processes, and social problems; particular emphasis upon the study of the school as a coordinating and correlating agency in society. (Identical with Sociology S5<sup>a</sup>.) *Daily, second period.*

MR. CHILDS

**S6<sup>d</sup>. High School Administration and Supervision.**—Intended for principals and teachers. The principles of secondary education applied to the solution of practical problems of the high school. Special investigations, readings, and reports. *Daily, fourth period.*

MR. CHILDS

**S8<sup>b</sup>. Educational Tests and Measurements.**—Study of standardized tests and scales with emphasis on their service in the improvement of instruction. *Daily, second period.*

MR. MCCALL

**S10<sup>b</sup>. General Methods for Secondary Schools.**—Class-room management and discipline; the teacher's use of the question; the project and how to organize it; the socialized recitation; supervised study; etc. *Daily, first period.*

MR. MCCALL

**S14<sup>b</sup>. Psychology of Adolescence.**—Characteristics of children of junior- and senior-high school age; the change of most educational significance in this transition period. Intended for high school teachers. *Daily, fifth period.*

MR. CRANFORD

### NORTH CAROLINA "UNIFORM CURRICULA" FOR ELEMENTARY TEACHERS—SUMMER SCHOOL UNITS 3-5—SELECTED COURSES

**English 33X. English Composition.**—The most advanced course in English composition required of elementary teachers; emphasis upon the

\* All courses carry two semester-hours of college credit unless otherwise indicated.

power of the student to collect material and organize ideas and effectively express them in narration, description, and exposition; review of paragraphing, use of words, etc. *Daily, second period.* MR. ABRAMS

**Psychology 41X. Child Study.**—The development of the child in mental, moral and social nature; influence of heredity and environment; meaning of infancy; innate tendencies and capacities; etc. *Daily, first period.* MR. CRANFORD

**History 41X. American History.**—A survey of the colonial and revolutionary periods, followed by more intensive study of the early constitutional period. *Credit, 3 semester-hours. Daily, first and second periods.* MR. HOLTON

**Physiology 51X. Personal and School Hygiene.**—General, personal, and school hygiene; cause, transmission, and prevention of communicable diseases; more common defects of school children; etc. *Daily, third period.* MR. BLOMQUIST

**History 52X. American History (Continued).**—A continuation of 41X. The Jacksonian democracy, national expansion, sectional rivalry, railway extension, slavery, political problems, international relations, and the Civil War. Texts, readings, and reports. *Credit, 3 semester-hours. Daily, fourth and fifth periods.* MR. HOLTON

**Education 56P. Primary Numbers and Projects.**—The psychology of arithmetic; development of the number concept in the primary grades; place of drill; projects as a basis for formal number work. *Daily, fifth period.* MISS MORGENTHAUER

#### IRREGULAR UNIT IN BIOLOGY

(This unit should be taken immediately after Unit 4 or Unit 5.)

**Biology 41X (General Biology), 62X (Plants), 73X (Animals).**—An introductory course intended as a foundation for the study of psychology, physiology, botany, zoölogy, etc. The treatment of plants attempts two things: (1) through the study of types to acquaint the student with the morphology and physiology and reproduction in plants, from the one cell to seed plants, (2) through field work to acquaint the student with as much common and local flora as possible. This part of the course is intended to serve as a foundation for the teaching of nature study and elementary science. The treatment of the part of the course dealing with animals is similar in aim and method to the treatment of the part dealing with plants. *Daily, lecture fourth period; laboratory schedule to be arranged. Credit, 8 semester-hours, constituting a complete unit.* MR. JENKINS AND MR. MACGOWAN



## SUMMER SCHOOL UNITS 6-9—SELECTED COURSES

(Recommended for teachers holding the Elementary A certificate.)

**Education 67P. Primary Curriculum.**—The aims and objectives of education in the primary grades; subject matter and school activities necessary to obtain these aims and objectives; study of the State Course of Study; organization of the primary curriculum; the place of projects and child activities. A course for primary teachers. Grammar-grade teachers desiring a similar course should take 66G below. *Daily, fourth period.*  
MR. HONEYCUTT

**Education 66G. A Study of the Grammar Grade Curriculum.**—The aims and objectives of education in the intermediate and grammar grades, pupil activities and experiences for accomplishing these, organization of the grammar grade curriculum, etc. The North Carolina State Course of Study will be used in addition to a text-book on the elementary school curriculum. For teachers of the grammar grades. Primary teachers desiring similar work should elect 67P above. *Daily, third period.*  
MR. HONEYCUTT

**Geography 62P. Primary Geography and Nature Study.**—The function, aim, and place of geography and nature study in the primary curriculum. Consideration of such content as primitive life and occupations; observational effects of weather changes and climate on nature and life; certain physiographic changes and features which can be observed and appreciated; some acquaintance with the out-of-doors, common birds, butterflies, insects, animals, trees, flowers, etc.; methods of teaching such material. Use will be made of the State Course of Study, text-books in geography and nature study, and professional books on these subjects. *Daily, second period.*  
MISS MARTIN

**English 74P. Children's Literature.**—A critical study of literature for primary grades; types of literature; Mother Goose, nonsense and fairy tales, fables, myths, legends, nature stories, poetry, etc.; story telling, principles underlying and practice; bibliographies and use of the library. *Daily, first period.*  
MISS MARTIN

**Geography 72G. The Teaching of Geography.**—Type studies of North America, with major emphasis upon the United States, to bring out and illustrate the fundamental principles of good geography teaching. Observation work required. *Daily, first period.*  
MRS. GHOLSON

**Drawing 72P. Drawing for Primary Grades.**—This course considers the topics introduced in course 31X with special reference to the work of the primary grades. *Daily, fifth period. Professional credit only, half course.*  
MISS MARTIN

**Drawing 72G. Drawing for Grammar Grades.**—This course considers the topics introduced in course 31X with special reference to the work of the grammar grades. *Daily, fifth period. Professional credit only, half course.*  
MISS MARTIN



**Education 73P. History Material for Primary Grades.**—The aim of this course is to give the student a source of history material for primary grades, together with methods of presentation. Practice will be given in constructing and telling stories suitable for children from biographies, travel, etc. *Daily, third period.*

MISS MORGENTHALER

**Psychology 82X. Educational Psychology.**—A study of original nature, individual differences, the learning process, and mental hygiene in their relation to teaching the elementary school subjects. *Daily, third period.*

MR. CRANFORD

**Geography 83X. Types of Industry.**—Identical with Economics S15<sup>b</sup>. A study of the major industries in the United States; the economics of such industries as agriculture, mining, manufacturing, transportation, and banking emphasized. *Daily, fourth period.*

MRS. GHOLSON

**Religious Education 91X. The Use of the Bible in Public Schools.**—A survey of the present situation in Religious Education as related to the public school system, followed by a discussion of various methods of religious instruction, closing with the presentation of practical examples of Biblical material suitable for public school use. *Daily, third period.*

MR. MYERS

**Sociology 91X. Social Problems.**—An intensive study of several social problems; crime, pauperism, juvenile delinquency; child labor; feeble-mindedness; charities, race problem; immigration; Americanization. Relation of the school and teacher to these problems. *Daily, fifth period.*

MR. MCCALL

**History 94X. Citizenship.**—A study of the organization, growth, and practical workings of national, state, and local government in the United States. The course is intended to serve as a background for the work of teachers of citizenship courses in the public schools. *Daily, second period.*

MRS. GHOLSON

**English 96G. English Poetry.**—Identical with SL1. *Credit, 3 semester-hours. Daily, fourth and fifth periods.*

MR. ABRAMS

**Music 92G. Musical Appreciation for Grammar Grades.**—This course will discuss such topics as the need for musical appreciation; sources of the enjoyment of music; rhythm, melody, song; correlation of music with other arts and common school subjects. *Daily, third period. Professional credit only, half course.*

MRS. MYERS

## BIBLICAL LITERATURE

**S11. Leaders in Early Hebrew History.**—The study begins with Moses and continues through the period of the United Kingdom. *Daily, second period.*

MR. MYERS

**S13. Leaders in Judaism.**—This course begins with the Exile and continues to the Roman period, considering the literature and principal characters. *Daily, fourth period.*

MR. MYERS

(Students who have credit for Bible 1 at Duke University may enter S11, S13, or Religious Education 91X. Students who have not had Bible may be admitted by permission of the instructor to take these three courses as a substitute for Bible 1.)

## BIOLOGY

**S7\*. Hygiene.**—Problems of community and personal hygiene with especial reference to teachers and schools. *Daily, third period.*

MR. BLOMQUIST

**S21. General Biology.**—Daily lectures, laboratory work, and quizzes. A content course for high school teachers as well as one of the science courses required for college graduation. *Lectures daily, fourth period. Credit, 8 semester-hours.*

MR. JENKINS AND MR. MACGOWAN

**S25. Field Botany.**—The aim of this course is to present to the students a first-hand knowledge of plants in their native habitats. The field work will be done in the mountain areas of Western North Carolina and will include the Pisgah Forest and Smoky Mountain sections. The course will consist of practice in the identification of plants in the field and a study of their natural history and associations. Field trips daily, also lectures, readings, reports, etc. *Credit, 4 semester-hours for A.B. or A.M. degree. Hours to be arranged.*

MR. BLOMQUIST

## ENGLISH

**SL1. English Poetry.**—The principles of English versification and general survey of English poetry. Identical with 96G of the "Uniform Curricula." *Credit, 3 semester-hours. Daily, fourth and fifth periods.*

MR. ABRAMS

**SC2\*. English Composition.**—By means of instruction, frequent conference, and extensive writing of assignments this course undertakes to make the student familiar with the qualities of the best prose style. Open only to those who have credit for SC1\* and SC1<sup>b</sup>, or its equivalent. *Daily, second period.*

MR. ABRAMS

**SC2<sup>b</sup>. English Composition.**—Continuation of SC2\*; emphasis upon extensive writing in exposition and narration. When completed in combination with SC2\*, this course completes required work in English composition. *Daily, first period.*

MR. ABRAMS

**SL2\*. Prose Literature.**—Reading and study of selected works of the best writers of prose; lectures on the lives of the authors studied; the periods of literary history; origin and growth of the various types of prose literature, with emphasis upon the novel. *Credit, 3 semester-hours. Daily, fourth and fifth periods.*

MR. SYDNOR

**S3<sup>a</sup>. Shakespeare's Comedies.**—Intensive study of two of the comedies and careful reading of others. *Credit, 3 semester-hours. Second and third periods.*

MR. HUNTER

**S4<sup>a</sup>. American Literature for Elementary Teachers.**—A selection from the American literature taught in the last three grades of grammar school, and a study of this material and its background. *Credit, 3 semester-hours. Daily, first and second periods.*

MR. SYDNOR

**S104. The Development of the American Short Story.**—*Credit, 3 semester-hours. Fourth and fifth periods.*

MR. HUNTER

## HISTORY

**S9<sup>a</sup>. American History to 1829.**—A survey of the Colonial and Revolutionary periods followed by more intensive study of the Constitutional period down to the beginning of Jackson's administration. A course designed to meet the needs of elementary teachers. *Credit, 3 semester-hours. Daily, first and second periods.*

MR. HOLTON

**S9<sup>b</sup>. American History, 1830-1865.**—A study of national expansion, sectional rivalry, slavery, political parties, international relations, and the Civil War. Text, lectures, readings, and reports. *Credit, 3 semester-hours. Daily, fourth and fifth periods.*

MR. HOLTON

## PSYCHOLOGY

**S14<sup>a</sup>. Child Psychology.**—The outstanding characteristics of children of the primary and grammar-school ages; their bodily growth and development and its sensitiveness to their environment; their characteristic ways of knowing, feeling, and acting; and the best methods and materials for stimulating and guiding development. Text-book, discussions, and exercises. *Daily, first period.*

MR. CRANFORD

**S14<sup>b</sup>. Psychology of Adolescence.**—The characteristics of the youth of high school age that are of interest and importance to teachers of high school students. This course is intended primarily for them. Text-book, discussions, and exercises. *Daily, fifth period.*

MR. CRANFORD

**S14<sup>c</sup>. General Psychology for Teachers.**—A survey of the principles of general psychology that are peculiarly applicable to the practical work of the teacher. *Daily, third period.*

MR. CRANFORD

## SOCIOLOGY

**S5<sup>a</sup>. Introduction to Educational Sociology.**—A study of social forces, processes, and values as affecting education, and the interaction of school and community. *Daily, second period.*

MR. CHILDS

**S5<sup>b</sup>. Social Problems.**—This course will concern itself with social principles and problems. It will make an intensive study of such problems as dependency, delinquency, and defectiveness; charities and corrections. *Daily, fifth period.*

MR. MCCALL

## SPANISH

**S2<sup>a</sup>. Second-Year Spanish.**—Thorough review of grammar, with exercises in composition, conversation, and dictation. *Credit, 3 semester-hours. Daily, first and second periods.* MR. DUNSTAN

**S2<sup>b</sup>. Second-Year Spanish.**—Reading and translation; exercises in conversation and dictation. *Credit, 3 semester-hours. Daily, second and third periods.* MR. DUNSTAN

## RESERVATION IN ADVANCE

Students should enroll as promptly as possible. Application for reservation may be made by sending the enclosed application blank properly filled in to B. G. Childs, Director, Duke University, Durham, N. C. A part payment of \$5.00 on the registration fee should be enclosed with the application; checks should be made to J. R. Boyd, Business Manager.

# JUNALUSKA SCHOOL OF RELIGION

LAKE JUNALUSKA, N. C.

## INSTRUCTORS

ELBERT RUSSELL, A.B., A.M., Ph.D.

*Dean of the School of Religion and Professor of Biblical Interpretation*  
DUKE UNIVERSITY.

WILLIAM CLAYTON BOWER, A.M.

*Professor of Religious Education,*  
THE UNIVERSITY OF CHICAGO.

BENNETT HARVIE BRANSCOMB, A.B., B.A., M.A. (Oxon.),

*Professor of New Testament,*  
DUKE UNIVERSITY.

SYLVANUS MILNE DUVALL, AB., Ph.D.,

*Professor of Religious Education,*  
SCARRITT COLLEGE.

FRANKLIN SIMPSON HICKMAN, A.B., A.M., S.T.B., Ph.D.

*Professor of the Psychology of Religion and Homiletics,*  
DUKE UNIVERSITY.

SAMUEL GUY INMAN, A.B., A.M., LL.D.,

*Executive Secretary Committee on Coöperation in Latin America,*  
NEW YORK.

GILBERT THEODORE ROWE, A.B., D.D., Litt.D.

*Professor of Christian Doctrine,*  
DUKE UNIVERSITY.

## CALENDAR: SCOPE OF WORK

The third session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from July 21 to August 30, 1930. It will be conducted under the joint management of Duke University and the General Sunday School Board with the coöperation of the Board of Missions and other boards of the Church. The purpose is to conduct a summer

school of religion which shall meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

There will be two classes of students, those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. and B.D. degrees and for the preliminary work toward the A.M. degree in the School of Religion.

The School is designed for pastors, church workers, missionaries, and students who desire to fit themselves the better for their work or to add credits looking toward the securing of university degrees.

### COURSES

Courses will be offered meeting five times a week with eighty-minute periods. Each course, satisfactorily completed, will receive a credit of three semester-hours in Duke University. Two such courses may be taken by each student. The courses offered are divided into two groups. The first group consists of courses for college undergraduates who are graduates of high schools and who desire credits looking toward the A.B. degree. The second group consists of courses for college graduates who desire credits looking toward the B.D. degree. These courses may also be taken by college undergraduates who have completed the junior year and are ranked as incoming seniors in college.

### GROUP I

**Course 1. The Teachings of Jesus.**—A study of Jesus' teaching in the light of the religious and ethical ideas of his day.

PROFESSOR BRANSCOMB

**Course 3. Old Testament History.**—A survey of the history of the Hebrews in its relation to contemporary oriental history, with special emphasis on the literature and religious institutions.

PROFESSOR RUSSELL

**Course 5. The Evangelical Movement as a Factor in Social Reconstruction in Latin America.**—Survey of present social and religious conditions, the church and the community, religious education program, literature problem, relations between national and foreign workers and between Protestants and Catholics, movements for coöperation and unity.

PROFESSOR INMAN



## GROUP II

FOR COLLEGE GRADUATES  
(AND FOR COLLEGE SENIORS)

**Course 2. The Religious Ideas of Paul.**—Religious and ethical teachings of the Apostle Paul and their significance for the life of today. Special attention is given to the religious and philosophic movements of Paul's day.  
PROFESSOR BRANSCOMB

**Course 4. The Social Teachings of the Old Testament.**—A survey of the social teachings of the Old Testament, with special reference to their value in modern life.  
PROFESSOR RUSSELL

**Course 6. Religious Education in the Modern Church.**—The educational function of the church; the objectives of religious education; the church organized for religious education; an adequate leadership; the content and method of religious education; religious education through social participation; the scientific method in religious education; religious education in its relationship to the total educational process; religious education and public education; religious education as a creative process.  
PROFESSOR BOWER

**Course 8. Practicum in Religious Education.**—The analysis of problems in teaching religion. The course will be based upon the practical experience of the members of the group in the actual conduct of religious education. The process as conducted will be analyzed and criticized. Changes in the direction of improvement will be projected in terms of practical steps to be undertaken. Each student is expected to undertake a specific project.  
PROFESSOR BOWER

**Course 10. Educational Psychology.**—Consideration will be given to the psychological basis of conduct; the nature of motive; the nature and laws of learning and especially to those phases of psychology which are of greatest significance for character formation and spiritual growth.  
PROFESSOR DUVAL

**Course 12. Introduction to the Science of Theology.**—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation.  
PROFESSOR ROWE

**Course 14. Introduction to the Psychology of Religion.**—Study of the major factors of religious experience, together with the conditions bearing upon its genesis and growth.  
PROFESSOR HICKMAN

**Course 16. Sermon Construction.**—A study of problems in sermon construction and points of psychological contact between the preacher and his congregation. The class work will involve a critical analysis of selected sermons with written reports.  
PROFESSOR HICKMAN

**Course 18. Christianity and World Movements.**—A survey of present world movements building a better world: international political organization, including the League of Nations, World Court, Pan American Union, international law, arbitration; international social, labor, health and student movements; international missionary program, recent conferences at Jerusalem and Havana, relations between younger and older churches, opportunities for foreign service. PROFESSOR INMAN

### ADDITIONAL INFORMATION

A general matriculation fee of \$5.00 is due at time of registration and a special fee of \$5.00 in each course for which the student registers.

Students are of course responsible for their own arrangements for board and room. Those desiring to engage room and board in the Sunday School Dormitory should write A. S. Dietrich, 810 Broadway, Nashville, Tennessee. Those desiring to room elsewhere should write to Ralph E. Nollner, Lake Junaluska, North Carolina.

All the sessions of the school will be held in the Sunday School Building at the west end of Lake Junaluska.

Academic matters will be in charge of the faculty of the School of Religion, Elbert Russell, Dean.

Those desiring further information concerning courses and conditions of work should address John Q. Schisler, General Sunday School Board, 810 Broadway, Nashville, Tennessee, or Paul N. Garber, Registrar, School of Religion, Duke University, Durham, North Carolina.

## GENERAL REGULATIONS

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The academic year is divided into two semesters. The first semester begins September 24; the second, February 2. Commencement is held on Tuesday and Wednesday after the first Sunday in June.

### TIME OF ENTRANCE

Patrons of the University and students who intend to enter the freshman class are reminded that the entrance examinations are held at the opening of the first semester in September and that this is the proper time to enter. If an applicant for admission cannot come early in the year, he should wait, except in very unusual cases, until the opening of the next semester. It is important that all students be present on the first day of the session, and those who are late incur the penalties described above in this catalogue under the topic "Admission to College" and below under the sub-topic "Course-Cards." Students who enter after the beginning of the semester are marked absent in the work they have missed in the courses to which they are admitted, and these absences are counted as other absences from class.

### MATRICULATION, REGISTRATION, AND ENROLLMENT

All students must appear before the Committee on Admission and obtain cards for admission or examination. Cards of admission must be presented at the treasurer's office at the time of matriculation. All students, both old and new, are required to matriculate at the beginning of each semester and to obtain from the treasurer a certificate of matriculation which serves also as an enrollment card. Students matriculating in either semester at a date later than that prescribed in this catalogue shall pay to the treasurer a penalty of five dollars for late registration. Students whose course-cards have been approved in the spring in the manner provided below are given an opportunity during the summer to matriculate by mail for the first semester in the fall. No student is admitted to any class without a matriculation card.

### RELIGIOUS EXERCISES

Chapel exercises are conducted every week day except Saturday throughout the academic year at ten-thirty A.M., and all students are required to attend these services. During the Saturday chapel period all students meet by classes to confer with their respective faculty class advisers. Vesper services are held each Sunday afternoon at 4:30 o'clock.

### NUMBER OF HOURS OF RECITATION WORK

No undergraduate student is allowed to take less than fifteen hours of recitation work a week without special permission of the Faculty.

### COURSE-CARDS

Members of the freshman, sophomore, and junior classes are required to submit to the Council on Instruction at a time appointed by the Council not later than May 1 cards showing their selection of courses for the following year. These cards must be approved by the Council. After having been approved, the cards must be filed with the Dean of the College for permanent record. Students in the freshman, sophomore, and junior classes who do not select their courses for the following year at the time appointed by the Council on Instruction have to pay a fee of five dollars to the treasurer of the University before their course-cards may be approved in the fall. Students whose course-cards have been approved but who, for reasons not arising within the University, desire to make a change in the card approved have to pay to the treasurer a fee of one dollar for each change made. Elective courses beyond the number required for a degree may be marked "extra." No course may be dropped without permission of the Faculty.

### CLASS-STANDING

A student may not rank as a Senior if he has work back of the junior year or more than one study in the junior class; and a student may not rank as a Junior if he has work back of the sophomore year or more than one study in the sophomore class. No student who has any work on which he has previously failed is allowed to enter the senior class as a candidate for graduation.

## EXAMINATIONS

Mid-year and final examinations, are held in all subjects in January and May respectively; mid-semester examinations for Freshmen and Sophomores are held in November and March. The examination records, combined with the records made in class-recitations, constitute the student's final grades.

## REGULATIONS REGARDING MARKS AND CONDITIONS

The following regulations have been adopted by the Faculty:

1. Marks shall be reported so as to indicate one of five things:

(a) *Passed Without Condition*.—A mark of 70 or over shall indicate that a student has passed a course without condition. Students shall be graded according to the following system: Those who are adjudged exceptional (95 and above), superior (85 to 94 inclusive), medium (76 to 84 inclusive), inferior (70 to 75 inclusive). Normally the number of students adjudged exceptional should not exceed three per cent, and the number adjudged superior should not exceed twenty per cent.

(b) *Conditioned*.—A mark of at least 65 and less than 70 shall indicate that a student is conditioned.

(c) *Incomplete*.—A mark of incomplete may be reported by the instructor if for any reason he is unable to report the final grade at the regular time.

(d) *Failed*.—A mark of less than 65 shall indicate that the student has failed entirely in the course and that in order to receive credit for it he shall be obliged to take it again in class.

(e) *Absent from Final Examination*.—The mark "a" shall indicate that the student was absent from a final examination.

2. A student absent from examination and marked "a," if his absence has been excused by the Dean of the College, may receive an examination on the payment of a fee of five dollars to the treasurer of the University, unless the Dean recommends that the fee be remitted. The Committee on Schedule shall arrange for the examination in cases where absences are incurred and excused, and the grade reported in these cases shall be that earned by the student.

3. Students who are conditioned with a mark of at least 65 and less than 70 may remove the condition by complying with any requirements that satisfy the department concerned by March 15 following, if the condition was incurred in the first semester, or by Monday of the week following the opening of the University, if the condition was incurred in the second semester. All students with conditions or "incomplete" grades who have not satisfied the requirements of the departments concerned and obtained a passing grade by these dates are regarded as having failed on the course concerned and must repeat it in class in order to receive credit for it. When a condition is removed, the instructor shall report a grade of 70; in the case of a student whose grade was "incomplete," the instructor reports whatever grade the student earns.



4. Not more than six semester courses on each of which an average grade of 70 has been made are allowed to count as credit towards the bachelor of arts degree unless the student has made an average grade of 80 or more on all his work. A student thus deficient will not be allowed to carry in his fourth year more than a normal amount of work.

Excuses for absences from examination are handled in the same way as excuses for absences from class.

### CONDUCT OF STUDENTS

The University expects of its students loyal and hearty co-operation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

### EXCLUSION FOR FAILURES

A student is not permitted to remain in the University in the second semester unless he passes without condition as much as six semester-hours of work in the first semester; he is not permitted to re-enter in September nor to enter the Summer School, if he did not pass without condition at least eighteen semester-hours of work in the previous year.

### DEFICIENCIES IN COMPOSITION

The following regulations have been adopted by the Faculty:

1. Any Freshman who is found by the Department of English to be unable to handle satisfactorily the work of composition in English 1-2 is required to take special work until he is able to do satisfactorily the regular work of English 1-2.

2. No student who has failed in English 1-2 or 3-4 is permitted to become a special student without continuing his work in composition until he has made up his deficiency in this work.

3. Whenever the work of a student in any subject is satisfactory to an instructor except for gross errors in English, the instructor concerned may hand in a provisional grade only, said grade not to count until the student shall have improved his work in composition to the satisfaction of the English Department; a list of such provisional grades, along with evidence of deficiencies, shall be furnished the English Department each term by the officers in charge of the grades, and a report shall be made by this department when the deficiencies shall have been removed.



4. All instructors are requested to warn their students each semester concerning these regulations.

### CANDIDATES FOR ACADEMIC DEGREES

1. A tentative list of all candidates for the bachelor's degree who have no uncleared conditions charged against them and a tentative provisional list of all candidates for the degree with unsatisfied conditions named shall be prepared under the supervision of the Dean of the College as early in the college year as possible, be read by him to the Faculty at its first regular meeting in October, be furnished in copy to each department of instruction for information and reference, and also posted in copy on the official bulletin board of the University for the information of the students concerned.

2. Copies of a second such tentative list shall be likewise prepared, read, and distributed by April 15.

3. A final list of all candidates for the degree shall be read by the Dean to the Faculty at its first regular meeting in May and adopted by the Faculty as the final list. After the adoption of this list no name may be added to it.

4. Similar lists of all candidates for the master's degree, with courses counting for credit named, shall be prepared, read to the Faculty, and furnished to all departments concerned by the Dean of the Graduate School on the dates named above.

5. Students who complete during a Summer School the requirements for a degree shall be classified for graduation as of the year following the Summer School in which the work was completed, and their names shall so appear in the catalogue of the University and on the commencement program.

### ABSENCES FROM CLASS

Regular and punctual attendance on class-work is required of all students. Absences must be explained to the Dean of the College. Any student absenting himself without acceptable excuse from his class-work may be disciplined by the Dean at his discretion.

Daily reports of all absences of students from class are made by each instructor and filed in the office of the Dean. A permanent record is kept of the attendance of each student and becomes a part of his general college record.

All absences, whether excused or unexcused, shall be made up to the satisfaction of the department concerned. In case a student has been absent from fifteen per cent. of the exercises scheduled to be held in a course, whether the absences are excused or unexcused, he shall be debarred automatically from the final examination in that subject. Eight absences debar a

student from examination in a course meeting three hours a week, ten absences in a course meeting four hours a week. A student incurring three unexcused absences in a three-hour course or four in a four-hour course shall be debarred from final examination in the same manner. In such a case he can not secure permission to stand the final examination except by written approval of the instructor concerned and of the Dean of the College on blanks provided for that purpose. A student thus debarred from examination must repeat the course in class in order to obtain credit for it. A student is counted absent from meetings of a class held before he matriculates at the beginning of a semester. These absences are handled in the same way as are other absences.

Each absence incurred just before or after the Thanksgiving, Christmas, or Easter holidays shall be counted as two absences, excused or unexcused as the case may be.

#### SCHOLARSHIP REGULATIONS FOR ATHLETIC AND OTHER ORGANIZATIONS

The following regulations have been adopted by the Faculty :

1. Any student who receives less than a passing grade on more than six hours of his required work of the preceding term shall be ineligible to represent the University in any athletic contest, concert, or other public event.

2. Students who are candidates for participation in such contests or events or who are members of organizations engaging in them are required also to be doing satisfactorily the work of the current term. In order to enforce this requirement the following regulations have been adopted :

(a) No team or organization shall represent the University in a public event until a list of its members has been submitted to the Faculty for approval.

(b) It shall be the duty of the student manager of every team or organization to furnish to the secretary of the Faculty for the use of the Faculty at least four weeks before the first public appearance of the team or organization is scheduled to take place, a written list of all candidates for places on such team or organization.

(c) The names of the candidates for places on any team or organization shall be read to the Faculty at its first regular meeting after the list has been furnished to the secretary, and they shall be recorded in the minutes of the Faculty for that meeting.

(d) If at the time this list is presented to the Faculty or at the next regular meeting of the Faculty thereafter any member of the Faculty shall report that a student who is a candidate for a place on a team or

organization is failing in his work, it shall be the duty of the secretary to give the student written notice of this report, specifying the course or courses in which the student is reported as failing. If a student is reported by two or more instructors as failing, he shall be notified that he will not be eligible to represent the University on any team or organization as long as more than one instructor reports him as failing in his academic work.

(e) In case a student manager shall not furnish the secretary of the Faculty with the list of candidates required at the time specified in section (b), the Faculty shall follow the procedure prescribed in sections (c) and (d) when such a list is furnished, and the secretary shall notify any student who is reported by two or more instructors as failing in his work that he will not be eligible to represent the University on any team or organization as long as more than one instructor reports him as failing.

(f) If at any time after this preliminary report is made, a student who was then eligible to represent the College on a team or organization shall be reported by two or more instructors at the same meeting of the Faculty as failing in his work, the secretary shall notify him, specifying in the notice the course in which he is reported as failing, that if he has not removed his deficiency at the end of two weeks, he will be debarred from the team or organization and will not again be eligible to represent the University on a team or organization until he has improved his work so that not more than one instructor reports him as failing.

#### REGULATIONS GOVERNING ATHLETIC ELIGIBILITY

Duke University is a member of the Southern Intercollegiate Athletic Conference. The athletic eligibility regulations of the University comply with the rules governing members of that Conference.

#### ABSENCES FROM THE CITY

No student is allowed to leave the city without the permission of the Dean.

#### ADMINISTRATION OF DISCIPLINE

General oversight of the conduct of students and the administering of discipline are vested in the Dean of the College. The duty of immediate supervision, guidance, and control of the women students is entrusted to the Dean of the Woman's College. However, through the expressed willingness of the students to assume the responsibility of maintaining high standards of morals and honor at all times at the University, the student body has properly become in a great degree self-governing in this respect. Two councils, one of men and the other of

women, each composed of carefully chosen and duly elected representatives of the student body, exercise the authority granted the students to investigate all cases of misconduct, as well as all other cases of violation of proper student standards and traditions, and to make recommendations of penalties based on their findings. Occasions seldom occur where such recommendations cannot be accepted and enforced.

The student councils have been of great help to the administrative authorities of the University. They do not merely exercise police authority for restraining and punishing evil-doers; they exert a guiding and stimulating influence for the promotion of high ideals of conduct and student relationships.

#### REGULATIONS REGARDING PUBLIC LECTURES AND OTHER PUBLIC OCCASIONS

All public lectures or addresses and other public events that are given under the auspices of the University or of any organization in any way connected with the University are under the supervision of the Faculty Committee on Public Lectures. All dates and programs must be approved by this committee except in cases where such public occasions have been placed under the supervision of a special committee of the Faculty. To prevent conflicts and to facilitate the work of scheduling the activities of the University, the following regulations have been approved by the Faculty:

(1) The Committee on Public Lectures shall provide each year an official calendar.

(2) No meeting, entertainment, religious service, or athletic contest shall be announced publicly or be entitled to a date at any hour in the day or night unless the occasion has been officially entered in the calendar except in the case of organizations like the Y. M. C. A., the Y. W. C. A., and the literary societies, which have meetings at stated times.

(3) The faculty representative of any organization connected with the University or any member of the Committee on Public Lectures may schedule a public occasion for any date not already taken provided he writes on the calendar under the date he desires the name of the occasion, the hour, and the place of meeting and signs his name under the entry; however, the Committee on Public Lectures shall approve all public events so scheduled and the chairman of this committee shall make known the Committee's approval by signing his name to the calendar-entry under the name of the faculty representative proposing the event before any such public event proposed becomes official, the Committee's approval by signing his name to the calendar shall have exclusive right to the date unless consent of the organization affected is obtained

for a change of date or unless the Faculty shall vote to change the date or revoke the right.

(5) The Y. M. C. A. and Y. W. C. A. shall have every Wednesday night, the literary societies shall have every Tuesday night, and other organizations recognized by the Faculty, shall have Monday nights of each month for their meetings and no organization or individuals have a right to take any one of these nights for any public meeting or contest unless the consent of those entitled to the date be obtained or unless the Faculty vote to make a temporary change in the schedule.

(6) These organizations with dates regularly provided have not the right to schedule public meetings for any nights other than these herein mentioned unless no other public meeting is at any time set for the dates they wish, and no one of these organizations with dates already provided has precedence over any other in selecting irregular dates for meeting.

(7) The faculty representative scheduling any public event shall be responsible for getting due notice to the appropriate University office concerning the place and time of the event so that needed arrangements may be made for it.

### REPORTS

Reports of the class attendance records and of the proficiency in studies of each student are sent to his parents or guardians after the examinations at the end of each semester. For Freshmen and Sophomores, mid-semester reports are made.

### MEDICAL CARE

The University Physician, Dr. Joseph A. Speed, who maintains offices on the University campus, has general charge of the health of the students. Ample, first-class provision is made in the hospital of the Medical School of the University for caring for all sick students. Any student too ill to attend his college classes is taken to the hospital.



# UNIVERSITY LECTURES AND PUBLICATIONS

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## THE AVERA BIBLE LECTURES

At intervals of two years a series of lectures is given under the auspices of the Avera Department of Biblical Literature. This series of lectures was established in 1897. These lectures were delivered for the year 1928-29 by Henry Sloane Coffin, President of Union Theological Seminary.

## JOHN MCTYEIRE FLOWERS LECTURES

The John McTyeire Flowers lectures, established by Mr. B. N. Duke as a memorial to John McTyeire Flowers, a young alumnus of Trinity College who died in the Far East in 1905, were inaugurated in 1921.

## FACULTY LECTURES

Occasional lectures are given each year by members of the Faculty or by visitors. These lectures are under the supervision of the faculty committee on public lectures, which committee also arranges annually a number of concerts and public entertainments.

## DUKE UNIVERSITY DAY

In commemoration of the signing by the late James B. Duke, on December 11, 1924, the indenture setting up the Duke Endowment, under which Trinity College was expanded into Duke University, special services are held at the University and at various Alumni Clubs on this anniversary.

## CIVIC CELEBRATION

A civic celebration is held each year on February 22. It is intended that this occasion shall be of service in cultivating a better citizenship and more patriotic ideals of government.



## THE DUKE UNIVERSITY PRESS

Prior to 1925 Trinity College had supported the publication of *The South Atlantic Quarterly*, the *Historical Papers of the Trinity College Historical Society* as well as its *John Lawson Monographs*, and a few scholarly books.

With the establishment of Duke University, the trustees of the University authorized the organization of the Duke University Press as an agency for publishing contributions to knowledge in the fields of scholarship represented in the University. To the publications of Trinity College already established, in 1926 was added *The Hispanic American Historical Review*; in 1929, *American Literature*; and in 1930, *Ecological Monographs*. These periodicals are edited with the coöperation of scholars of Duke University and other institutions. The number of volumes annually published has increased, forty titles having appeared since 1925.

## STUDENT ORGANIZATIONS AND ACTIVITIES

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*The Men's Association of Duke University* comprises all men students in the University. It functions through its officers and a council to initiate policies and to oversee matters within the control of the student body. The council is composed of seven members: three from the senior class, two from the junior class, one from the sophomore class, and one from the Graduate School.

*The Women's Student Government Association* is similar in character to the Men's Association. Its council is composed of the officers of the Association and *ex-officio* of the Y. W. C. A. president and an undergraduate representative.

*The Young Men's Christian Association* and the *Young Women's Christian Association* are student branches of the national Christian Association. Each body aims to enrich not only the religious life of its members as individuals but also to promote group religious activity. Delegates are sent each year to summer conferences, state conventions, inter-state conventions and the state Bible and missionary institutes. Every year a series of special religious services is held. Bible and missionary study classes and Sunday School teacher-training courses are conducted under the auspices of the Association by members of the Department of Religion.

*The Student Volunteer Band* is an active branch of the Student Volunteer Movement of North America. This organization is composed of students who have volunteered for some form of foreign missionary service.

*The Ministerial Association* is a band of students who are preparing for the ministry.

*The Symphony Orchestra*, two smaller orchestras, and the *Duke University Band* afford a variety of opportunity for students interested in instrumental music. These clubs work under capable musical direction. Membership is based on competitive trials.

*The Men's Glee Club* and the *Women's Glee Club* are both active in concert work. When singing together they comprise the University Chorus. The Men's Glee Club takes two extended trips annually on one of which it is accompanied by the Symphony Orchestra and by one of the smaller orchestras. The Women's Glee Club includes a section of stringed instruments.

*The Taurian Players* is an organization for the promotion of dramatics at Duke University. Several plays are presented each year, the cast for each of which is determined on the basis of competitive try-outs. The Taurians welcome as associate members in their organization persons interested in the work they are doing.

*The Southgate Dramatic Club* proposes to foster dramatic interests among women students who are not Taurians. Private theatricals, usually consisting of one-act plays, are given to invited guests.

*The Publication Council* supervises all student publications of the University. It is composed of three members of the Faculty appointed by the President, four representatives of the student body two of whom are elected by the Men's Association and two by the Women's Association, together with the editors and business managers of the respective publications.

*The Chronicle* is a weekly newspaper of the University, entirely edited and managed by students. It carries items of local interest, as well as special feature articles and editorial comment.

*The Archive* is a monthly literary magazine edited and managed by the students. It contains essays, poems, short stories, and book reviews written by the undergraduates of the University together with some contributions from outside sources.

*The Chanticleer* is the year-book of the college. It portrays by word and picture the most important events of each school year.

A number of clubs exist on the campus, each of which fosters interest in some special subject or project.

*The Trinity College Historical Society* promotes interest in the study of history and the collection and preservation of historical documents, books, pamphlets, and the like.

*The Classical Club* meets to discuss literary, linguistic, historical, and archaeological aspects of the life and civilization of the ancient Greeks and Romans.

*The Physics Club* deals with interesting projects in physics which cannot be thoroughly discussed in the classroom.

*The W. H. Pegram Chemistry Club* performs a similar service in the field of chemistry.

*The French Club* draws together students particularly interested in the French language and literature.

*The Polity Club* promotes discussion of current problems in the field of international relations and American politics. It is affiliated with the International Relations Club.

*The Braxton Craven Education Association* consists of students who are interested in present-day educational problems.

*The Biological Club* gives its members opportunity to discuss important phases of biological work as well as training in the preparation and presentation of papers.

*The Crowell Scientific Society* is a union of all the departmental scientific societies of the University for the promotion of study and research within the University by coördinating the various departmental efforts.

*The Cosmopolitan Club* is open to all students from foreign countries and a few American students by invitation. The purpose of the club is to promote international understanding and good-will.

*The Fortnightly Club*, a chapter of the national literary fraternity of Sigma Upsilon, is composed of men of the junior and senior classes whose interests are literary. It encourages original work on the part of its members as well as the study of influential writers, ancient and modern.

*The Debate Council*, composed of three members of the Faculty, and two representatives of each of the literary societies, supervises and systematizes the work of debating both in the University and with other colleges.

*The Columbian Literary Society*, founded in 1846, and the *Hesperian Society*, organized in 1851, are the oldest undergraduate clubs on the Duke University campus. Their record is one of creditable achievement in public speaking which they encourage by an award of medals for excellence in that art. The two societies debate each other annually. The halls reserved in East Duke for these societies are modeled after the Chambers of Congress in the national capitol.

*The League of Women Voters* has a chapter at Duke University.

*The Junior Big Sisters* is an organization of Juniors for assisting Freshman girls in their adjustments to college life.

*The Forum Club* has as its object the promotion of interest in the classics among women students.

*The Town Girls' Organization* brings together the day students among the women.

A number of honorary orders and fraternities carry on their work at Duke University. The general nature of these societies is indicated below.

*Phi Beta Kappa*, the oldest Greek letter fraternity in existence, was founded at William and Mary College in 1776. The Beta Chapter of North Carolina was organized at Trinity College on March 29, 1920. Membership is open only to those who have an average of 90 for six consecutive semesters of college work.

*Tau Kappa Alpha* (National Forensic Fraternity)

*Sigma Upsilon* (See Fortnightly Club, p. 124)

*Kappa Delta Pi* (National Education Fraternity)

*Theta Alpha Phi* (National Dramatic Fraternity)

*Lambda Phi Gamma* (National Music Fraternity)

*Sigma Pi Sigma* (National Physics Fraternity)

*Phi Sigma* (National Biological Fraternity)

*Sigma Tau Delta* (National English Fraternity)

*Sigma Nu Phi* (National Law Fraternity)

*Alpha Kappa Psi* (National Commercial Fraternity)

*Delta Upsilon Beta* (Local Band Fraternity)

*Iota Gamma Pi* (Local Scientific Fraternity)

*Psi Kappa Alpha* (Local Economics Fraternity)

*Chi Delta Phi* (National Literary Sorority)

*Delta Phi Rho Alpha* (Local Sorority fostering college spirit, especially athletics)

*Nu Sigma* (Local Biological Sorority)

*Red Friars*, founded in 1913, is a secret society restricted to men of the senior class. Membership is limited to a small number who have manifested qualities of leadership by meritorious service as undergraduates.

*Omicron Delta Kappa* promotes qualities of leadership in publications, athletics, and other forms of campus activity.

*White Duchy* is a secret order comprising seven senior women recognized as representing the highest qualities of leadership in the various activities in which they have taken part.

*The Tombs* is a secret order of male students for the promotion of various campus activities, especially athletics. Membership is restricted to students of the junior and senior classes.

*The 9019*, a junior-senior scholarship society, was founded at Trinity College in 1890. The society started the *South Atlantic Quarterly* and has under its auspices the annual civic celebration on Washington's birthday and the annual declamation contest for high-school pupils.

*EKO-L* is an organization of women students of the junior and senior classes to promote scholarship and the interests of the University.

*Beta Omega Sigma*, founded in 1917, is a local sophomore order.

The work of the social fraternities and inter-fraternity relationships at Duke University are governed by the *Pan-Hellenic Council*, which is composed of one representative of each national fraternity on the campus. The council has as its adviser a member of the Faculty chosen by the council. By order of the council, no student may be initiated into a fraternity until he has passed at least four courses in the semester preceding the earliest official time for the initiation of fresh-



men. The following social fraternities have chapters at Duke University:

<i>Alpha Tau Omega</i>	<i>Phi Delta Theta</i>
<i>Kappa Sigma</i>	<i>Delta Tau Delta</i>
<i>Kappa Alpha</i>	<i>Phi Sigma Delta</i>
<i>Pi Kappa Alpha</i>	<i>Pi Epsilon Pi</i> (local)
<i>Sigma Phi Epsilon</i>	<i>Sigma Tau Alpha</i> (local)
<i>Pi Kappa Phi</i>	<i>Psi Delta Sigma</i> (local)
<i>Sigma Chi</i>	<i>Sigma Delta</i> (local)
<i>Delta Sigma Phi</i>	<i>Alpha Omega Sigma</i> (local)
<i>Lambda Chi Alpha</i>	

*The Women's Pan-Hellenic Council*, composed of three members from each sorority on the campus, governs sorority affairs. The sororities represented at Duke University are:

<i>Alpha Delta Pi</i>	<i>Sigma Beta</i> (local)
<i>Kappa Delta</i>	<i>Delta Psi</i> (local)
<i>Zeta Tau Alpha</i>	<i>Mu Lambda</i> (local)
<i>Kappa Alpha Theta</i>	

## ALUMNI ORGANIZATIONS

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### ALUMNI ASSOCIATION

The Alumni Association of Duke University is composed of the male graduates and former students of Trinity College and Duke University. The Association gives its annual dinner on Tuesday of Commencement week at which a message of greeting is given by a representative of the class holding its twenty-fifth anniversary reunion. The annual business meeting of the Association is held at this time. In 1930 the alumni greeting was delivered by M. Eugene Newsom, of Durham, N. C., of the Class of 1905. According to the Charter of the University, the alumni are entitled to twelve representatives on the Board of Trustees. At the annual meeting of the Association all vacancies in the alumni representation on the Board are filled, and four representatives to serve on the Athletic Council, and five representatives-at-large to serve on the Alumni Council are elected. The officers of the Association are: *President*, J. G. Korner, '08, Washington, D. C.; *vice-presidents*, Richard C. Kelly, '07, Greensboro, N. C.; Edgar S. Bowling, '99, New York; W. Grady Gaston, '11, Gastonia, N. C.; *secretary*, Henry R. Dwire, '02, Durham, N. C.

### ALUMNAE ASSOCIATION

The Alumnae Association of Duke University is composed of the women graduates and former students of Trinity College and of Duke University. The Association gives its annual dinner on Tuesday of Commencement week, at which an address is made by a representative of the class holding its twenty-fifth anniversary reunion; the annual business meeting of the Association is held at this time. The work of the Alumnae Association is conducted on much the same basis and through the same channels as the work of the Alumni Association. The officers of the Association are: *President*, Mrs. Bailey Groome, '13, Statesville, N. C.; *vice-president*, Mrs. E. L. Hillman, '20, Greenville, N. C.; *secretary-treasurer*, Miss Elizabeth Aldridge, '24, Durham, N. C.

## GENERAL ALUMNI ASSOCIATION

The General Alumni Association was formed to promote the work of the local alumni and alumnae associations; and to arrange for the annual Home Coming of alumni and alumnae. A number of county and local alumni associations have been formed in North Carolina and other states. A copy of the constitution and by-laws proposed for such associations will be furnished on application to the Alumni Secretary. This organization holds its annual meeting on Home Coming Day.

## ALUMNI COUNCIL

To give definite direction and supervision in the campaign for the erection of the Alumni Memorial Gymnasium, and for other purposes, an Alumni Council was provided for at the June, 1919, meeting of the Alumni Association. Since that time the Council has developed into a working body for the promotion of alumni interests by reason of its size and frequency of meetings. The constitution of the Council sets forth its purpose as being "to advance the interests and influence of Duke University; to bind more closely together the alumni and the University; to encourage class and geographical organization of the alumni; to keep in touch with undergraduate activities; to raise funds from alumni and friends for the conduct of the alumni work, the establishment of loan funds, the publication of *The Alumni Register of Duke University*, and for the maintenance and endowment of the University; to report from time to time to the President and the Board of Trustees of the University any facts and recommendations deemed by the Council worthy of consideration for the best interest of the University; and to act as a medium for making known to the University the ideas of the alumni and to the alumni the wishes of the University."

The membership is made up of Representatives at Large, elected by the Alumni Association at its annual meeting; Class Representatives, elected by reunion classes on the occasion of their fifth anniversary, or a multiple thereof; and representatives selected by the Federated Alumni Clubs.

*Representatives at Large:* Sidney S. Alderman, '13, Washington, D. C.; Charles H. Livengood, '04, Durham; Hersey E. Spence, '07, Durham; J. L. Horne, Jr., '09, Rocky Mount.

*Class Representatives:* William K. Boyd, '97, Durham; Joseph P. Breedlove, '98, Durham; Edwin S. Yarbrough, '02, Durham; John D. Langston, '03, Goldsboro; Walter G. Jerome, '07, Winston-Salem; Jule B. Warren, '08, Raleigh; Henry A. McKinnon, '13, Maxton; Kemp P. Neal, '13, Raleigh; J. Raymond Smith, '17, Mount Airy; Luther L. Gobbel, '18, Durham; Byrd I. Satterfield, '22, Roxboro; Thomas G. Neal, '23, Laurinburg.

### ALUMNAE COUNCIL

At the June, 1925, meeting of the Alumnae Association the Alumnae Council was organized to function in a manner similar to that of the Alumni Council, in the interest of the former women students and of the University. Its purpose and form of organization is very much the same as that of the Alumni Council.

*Representatives at Large:* Nan Goodson (Mrs. C. L.) Reade, '06, Tarboro; Nell Umstead, '08, Durham; Grace McGranahan (Mrs. Plato) Monk, '18, Farmville; Pattie Knight (Mrs. R. M.) Cooksey, '23, Thomasville; Annie Garrard, '25, Durham.

*Class Representatives:* Lila Markham (Mrs. W. J.) Brogden, '02, Durham; Edna Kilgo (Mrs. Kope) Elias, '03, Charlotte; Susie M. Michaels, '07, Durham; Sallie L. Beavers, '08, Durham; Ruby Markham, '12, Durham; Bess L. Widenhouse (Mrs. L. D.) Hayman, '13, Troy; Annie T. Smith, '17, Durham; Kathleen Hamlen (Mrs. R. H.) Watkins, '18, Durham; Lyda Bishop, '22, Durham; Aura C. Holton, '23, Durham.

*Ex Officio:* Mrs. Bailey Groome, '13, Statesville; Miss Alice Baldwin, Durham; Miss Elizabeth Aldridge, '24, Durham; H. R. Dwire, '02, Durham.

### DUKE UNIVERSITY NEWS SERVICE

The Duke University News Service is the official publicity bureau of the University for the purpose of sending out news to the press. The service is under the supervision of the Alumni Secretary, and is managed by Albert Alexander Wilkinson, '27, Director of Publicity.

## THE ALUMNI REGISTER OF DUKE UNIVERSITY

*The Alumni Register of Duke University* is a monthly magazine published by the Alumni Association in the interest of the alumni and the University. It aims to keep the alumni in touch with one another and with the University. The editorial staff is composed of Henry R. Dwire, '02, editor and business manager; Miss Elizabeth Aldridge, '24, and A. A. Wilkinson, '27, assistant editors; Charles A. Dukes, '29, advertising manager.

## FEES AND EXPENSES

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The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until his fees have been paid.

### GENERAL FEES

Matriculation, per semester.....	\$25.00
Tuition, per semester.....	75.00
‡Room rent, per semester (two in room).....	62.50
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester.....	5.00
†Damage fee, payable annually at the time of first registration.....	1.00
Medical fee, per semester.....	2.00
Library fee, per semester.....	5.00
Commencement fee, payable annually at the beginning of the sec- ond semester.....	3.00
Publication fee:	
First semester.....	2.50
Second semester.....	3.00
Diploma fee, payable by candidates for degrees at the beginning of the second semester; refunded if the diploma is not awarded.....	5.00

For further information concerning room rent see below.

### LABORATORY FEES

Botany 1 and 2.....	\$2.50
Botany 51 and 151.....	5.00
Botany 52, 101, 102, 111, 112, and 52.....	2.00
Botany 201.....	4.00
Chemistry 1, 2, 21, 30, 41, 261, 262, 215, 216, 231, 232, 240, and 260.....	6.00
Chemistry 151, 152, 241, 244, 253, 254, and 256.....	7.50
Civil Engineering 10—See Summer School catalogue.	
Civil Engineering 11, 114.....	1.00
Electrical Engineering 151, 152, 153, 154, 155, 161, and 162.....	2.00
Physics, all courses.....	2.00
Zoölogy, all courses (except 1 and 2).....	3.00
Zoölogy 1 and 2.....	2.50

‡ See statement concerning room charges in the Woman's College.

† Any surplus remaining in this fund at the end of a year is applied to some student activity.



### TEACHERS TAKING COLLEGE COURSES

Teachers in near-by schools taking one or more courses are required to pay a registration fee of \$5.00 and a tuition fee of \$2.00 per semester-hour of credit in addition to any regular laboratory or other fees collected from regular students taking the courses.

### ROOMS AND CONDITIONS OF RENTING THEM

The itemized statement in the general table of expenses includes the care of rooms, in which everything essential in the way of furniture is provided. All rooms are supplied with heat, water, and electric light. Each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows.

Rooms are reserved only for students who have been officially accepted by the University. They are rented for no shorter period than one semester. A room deposit of \$5.00 is required of each applicant for admission. This fee is deducted from the room charges at the time of registration for the fall semester. The reservation fee will be refunded to any applicant not accepted by the University provided the official receipt for the fee, given to all paying it, is presented either in person or by letter to the treasurer's office, but students who make application and are accepted will not be entitled to have the reservation fee refunded unless the request is made by or before August 1.

An old student who wishes to retain his room for the succeeding year must notify the treasurer's office on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. Unless a deposit of \$5.00 for each proposed occupant, in part payment of rent, is made by August 1 reservations are cancelled and the University is free to rent the room to other students. When a room is once engaged by a student, no change will be permitted except with the consent of the treasurer. Leaving one room and occupying another without permission is strictly against the rule and will render the offender liable to charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant. The use of a room for merchandising of any kind is strictly forbidden.

The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

### REGULATIONS REGARDING ROOMS

A fine of \$2.00, payable to the treasurer of the University, shall be charged to any student who has moved furniture from one room to another without permission from the University authorities.

A fine of \$2.00, payable to the treasurer of the University, shall be charged to the occupants of any room in which the permanent lighting fixtures have in any way been altered or changed. A like fine shall be imposed upon the occupants of any room with lights having a total capacity of more than 100 watts.

A fine of \$5.00, payable to the treasurer of the University, shall be charged to any student moving from one room to another upon the campus without permission from the University authorities.

### DORMITORIES

On the west campus there are three groups of dormitories, each group forming a quadrangle enclosing a court. For the present these groups of dormitories are designated as A, B, and C. They contain ample rooming quarters for all the men students.

### BOARDING ACCOMMODATIONS

Beginning with the academic year 1930-31 the University will open its dining hall in the Union on the west campus with accommodations sufficient to provide in a superior way for all resident men students. It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed \$25.00 per month.

The Union is the logical center of student activities for men and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining halls a Coffee Shop will be operated for the convenience of students and visitors.

### PUBLICATION COUNCIL

The Publication Council was authorized by the Trustees at the mid-year meeting in 1926-27. This council has control of the undergraduate publications. It is to be composed of members of the faculty appointed by the President, two alumni elected by the Alumni Council, representatives of the student body and the different publications. A publication fee of \$5.50 was authorized by the Trustees to be collected from each undergraduate, \$2.50 payable at the beginning of the fall semester and \$3.00 at the beginning of the spring semester.

### LAWS REGULATING PAYMENTS

The Executive Committee of the Trustees of Duke University has enacted the following regulations, which govern the payment of all fees due the University:

1. The president and the treasurer of the University have no authority to suspend, or in any way alter these regulations.
2. Matriculation and tuition fees are never refunded.
3. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full.
4. No student is considered by the faculty as an applicant for graduation until he has settled with the treasurer for all of his indebtedness to the University.
5. No student is allowed to stand the mid-year or final examinations of the academic year who has not settled all his bills with the treasurer of the University.

When a student wishes his bills sent to his parent or guardian, the student or his parent or guardian must so notify the treasurer of the University in writing in due time, but this in no way releases the student from liability to established penalties if his bills are not paid on the dates advertised.

### TRANSCRIPTS

Students desiring to transfer from Duke University to another institution are entitled to one transcript of their record. A charge of one dollar is made for each additional copy.

## ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual. The following table gives the necessary college expenses for one year.

	LOW	MODERATE	LIBERAL
Tuition .....	\$150.00	\$150.00	\$150.00
Matriculation .....	50.00	50.00	50.00
Room-Rent .....	100.00	125.00	150.00
Board .....	225.00	225.00	225.00
Laundry .....	20.00	25.00	30.00
Books .....	22.50	30.00	45.00
Commencement Fee .....	3.00	3.00	3.00
Library Fee .....	10.00	10.00	10.00
Athletic Fee .....	10.00	10.00	10.00
Damage Fee .....	1.00	1.00	1.00
Medical Fee .....	4.00	4.00	4.00
Publication Fee .....	5.50	5.50	5.50
Total.....	<u>\$601.00</u>	<u>\$638.50</u>	<u>\$683.50</u>

Students who hold scholarships or other exemption from tuition will deduct one hundred and fifty dollars from the above totals.

## SCHOLARSHIPS AND OTHER SOURCES OF AID

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### UNDERGRADUATE SCHOLARSHIPS

Ten scholarships paying tuition are offered to undergraduates. Five are held by members of the sophomore class and five by members of the junior class. Sophomore scholarships are awarded at the end of the freshman year and junior scholarships at the end of the sophomore year. They are awarded on the basis of the applicant's character and promise as indicated by his work in college.

The University reserves the right to withdraw a scholarship at any time from a student who does not make worthy use of it.

### ANGIER B. DUKE MEMORIAL SCHOLARSHIPS

The Angier B. Duke Memorial, Incorporated, awards four scholarships with an annual value of \$250 each to undergraduate students in Duke University. These scholarships are awarded as follows: one on the basis of merit and necessity to an accredited high-school graduate entering the freshman class of Duke University; and one each to a member of the sophomore, junior, and senior classes on the basis of merit, necessity, and worthy individual contributions to university life. The Angier B. Duke Memorial also administers through an advisory committee of the officers of the University a loan fund of \$1,000,000 for undergraduate students.

### LOAN FUNDS

In addition to the Angier B. Duke Memorial loan fund, the University administers other endowed loan funds for the benefit of students who are not financially able to meet their expenses. The loan funds are kept by the treasurer as separate and distinct funds from all other endowments and holdings of the University and are used for no other purpose than to aid worthy students of the University. These funds are administered in accordance with the following regulations:

1. No loan shall be made to a student who violates any of the regulations of the University or whose classwork is not satisfactory to the Faculty.

2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged for not later than one week after the beginning of a semester.

3. Every applicant for a loan must present with the application such security as the President of the University may approve, and no money shall be advanced before a note with approved security is in the hands of the treasurer of the University.

4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition, matriculation, and room-rent.

5. Interest at the rate of six per cent. annually shall be charged for all loans of money, and the interest must be paid annually.

#### **SPECIAL TUITION SCHOLARSHIPS**

The J. A. Odell, J. M. Odell, George W. Watts, Herbert J. Bass, C. W. Toms, Arthur Ellis Flowers, Heath, Weatherby, Banks-Bradshaw, McMullan, Elisha Cole, E. M. Cole, John T. Ring, A. D. Betts, John W. Neal, Jr., Moore, Buchan, Parrish, and Mary Newby Toms scholarships are open to undergraduate students.

#### **SONS AND DAUGHTERS OF MINISTERS**

The sons and daughters of ministers are exempt from paying tuition; they are required to pay all other college fees.

#### **CANDIDATES FOR THE MINISTRY**

Candidates for the ministry who are not sons of preachers are required to give their notes for tuition. If they enter the regular ministry within three years after leaving college, these notes will be surrendered to them; otherwise the notes will be collected,



## HONORS AND PRIZES

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### HONORS

All students in the freshman and sophomore classes who make an average of 90 or above are given honors.

Students who have shown exceptional attainments in a group of studies covered by the work of one of the departments of the University may become candidates for honors in that department at graduation.

Any department may at its discretion each year offer work the satisfactory completion of which will be one of the requirements for honors. This work shall be in addition to that required for graduation and may take the form either of additional work done in conjunction with the regular courses of the department, or of work independent of such courses. In quantity it shall be at least equivalent to that required for two semester-hours of credit in an advanced course.

The granting of department honors shall be dependent on the fulfillment of the following requirements:

1. In order to be eligible for honors in a department a student must, by the end of the senior year, have completed, with an average grade of at least 90, twenty-four (if department prefers, eighteen) semester-hours of work taken in that department after the freshman year. The student must obtain, on or before October 15 of the senior year, the approval of the head of the department of the courses that constitute the eighteen or twenty-four semester-hours required.

2. The student must enroll for the honors work of the department on or before October 15 of the senior year and must complete this work satisfactorily by the end of the senior year.

3. No student may enroll for the honors work of a department if he is carrying a schedule of regular courses in his senior year in excess of thirty-two semester-hours.

4. No student may enroll for the honors work in more than one department.

5. Those students who make an average grade of 95 in as many as twenty-four semester-hours (eighteen if the department prefers) in courses as above described and complete satisfactorily the honors work prescribed by the department are given highest honors.

The degree of bachelor of arts or bachelor of science with distinction is conferred under the following rules:

Students who have completed as much as three years of their college work in Duke University and who have attained an average grade of 90 are recommended for a degree *magna cum laude*; those who have attained an average grade of 95 are recommended for a degree *summa cum laude*.

### MEDALS AND PRIZES

The Wiley Gray Medal was established by the late Robert T. Gray, Esq., of Raleigh, North Carolina, to be awarded annually in memory of his brother. It is given for the graduating oration that shall be, in the opinion of a committee appointed on the day of Commencement, the best speech, with respect to both declamation and composition.

The Fortnightly Club offers annually cash prizes for the best literary productions by undergraduate students of the University.

The Debate Council has authorized the awarding of medals to members of the graduating class who have represented the University in at least two intercollegiate debates. The medals are given by the local chapter of the Tau Kappa Alpha fraternity.

The Southern History Prize is awarded each year for the best essay submitted dealing with a subject relating to Southern History. The prize is twenty-five dollars in cash donated by an anonymous friend of the University. The competition for the prize is conducted under regulations adopted by the Trinity College Historical Society.

The Robert E. Lee Prize is the gift of Reverend A. W. Plyler, of the class of 1892, and of Mrs. Plyler. The sum of one hundred dollars is awarded annually at Commencement, preferably to that member of the senior class who in character and conduct, in scholarship and athletic achievement, in manly virtues and the capacity for leadership has most nearly realized the standard of the ideal student. The Dean of the College, the Graduate Manager of Athletics, and the president of the Student Council constitute a committee to draft and adopt regulations governing the award.

The Robert Spencer Bell Prize is given by Mr. James A. Bell of the class of 1886 in memory of his son. The sum of one hundred dollars is awarded annually at Commencement on much the same general principles as is the Robert E. Lee Prize,

except that the Robert Spencer Bell Prize is limited to self-help students, and in making the award greater emphasis is placed on the work of the student in literary societies than on his athletic record.

The George F. Ivey Science Prize, established by Mr. George F. Ivey, is awarded each year for the encouragement of scholarship in physics, biology, and chemistry. The prize is fifty dollars in gold and was awarded the first year in physics, the second year in biology, and the third year in chemistry, and thereafter in this rotation unless otherwise determined by the donor.

The following rules have been adopted for the contest:

I. Any undergraduate student having already passed the first general course of eight semester-hours credit in the department concerned and having registered for an advanced course of not less than six semester-hours credit is eligible to compete for the prize.

II. By the end of the first week in May the department concerned will prepare a list of not more than twenty eligibles. The list must be approved by the Dean of the College and then be submitted to all students in courses above the first course in the department who will select by ballot the names of six candidates for the prize. The faculty of the department, acting as a committee, shall select the winner of the prize from among these six candidates.

III. The decision in every case is to be based upon such considerations as originality, industry, and initiative in executing work as well as upon grades.

IV. No student, having once won this prize, may again compete for it.

Dr. R. C. Parker gave to Duke University a silver cup of Chinese manufacture to be used for the encouragement of scholarship in Physics. The award is made annually by a committee from the Department of Physics acting with the President of the University to that student of Physics 1-2 who by the end of the academic year is judged to show the greatest promise as a student of Physics. The winner is chosen not only for his mathematical grades, but also for his industry, growth in power of reasoning, originality of point of view, and skill in experimentation. The name of the winner is engraved on the cup, of which he is given possession, subject to certain necessary regulations, until the next award is made.

The Iota Gamma Pi Science Fraternity offers an annual prize of twenty-five dollars to a member of the junior class

majoring in science who is judged to be the leading student in the scientific courses of the University. The fraternity submits to the judges a list of students eligible for the prize. The committee of award is composed of the Dean of Men, and one member each from the departments of Biology, Chemistry, Physics, and Engineering. The departments concerned choose their own representatives on this committee. The award is made on the following basis: quality of scientific work, 50 points; personality and general ability, 30 points; quality of work in departments other than scientific, 20 points.

The prize is publicly awarded by the president of the fraternity in Chapel during the second week of May.

## HONORS IN GENERAL SCHOLARSHIP

### HONORS IN DEPARTMENTS

CHEMISTRY—Jacob M. A. deBruyne, Talmadge L. Peele, William S. Sloan.

ENGLISH—Annie L. Caldwell, Emma Lucile Mulholland.

HISTORY—Eben C. Morgan.

MATHEMATICS—T. W. Newton, John L. Woodward.

ZOOLOGY—Mary E. Shipp.

### SENIOR HONORS

#### *Summa cum laude*

Esther Marie Metzenthin

#### *Magna cum laude*

Martha Lipscomb Adams  
Dunham Worth Boyette  
Annie Louise Caldwell  
Rachel Victoria Copeland  
Jacob M. A. deBruyne  
John Elwood Doxey  
Alfred M. Franko  
Mildred Elizabeth Holton  
Jennings Graham King

Mildred Murnick  
Talmadge Lee Peele  
Nelson G. Rosenburg  
Roxie J. Sasser  
William Stringfield Sloan  
Thomas Edwards Summerrow  
Helen J. Taylor  
John Lisbon Woodward  
Edwin S. Yarborough, Jr.

## SOPHOMORE HONORS

Henry Lucian Andrews	Charles H. Livengood, Jr.
Clarice Margaret Bowman	Kenneth D. McDougall
Carl Frederic Bretholl	Whitfield Huff Marshall
Emma Ellen Cooke	Joseph Gaither Pratt
Lila Roane Cross	Alfred E. Tonne
Grady Craven Frank	Sam Bobbitt Underwood, Jr.
Carroll Edgar Gunnin	Mary Lipscombe Walker
Gladys Merle Higgins	Erma Elizabeth Williams
Edgar Jerome Hocutt	Donald Albert Wittick
Morris Jones	Lila Mack Woodward
Peggy Lavinder	

## FRESHMAN HONORS

Ernest Bruce Brooks	Samuel J. Margolin
Elizabeth Ray Clarke	Jasper Howell Miller
Royden Eugene Daniels	Nicholas Orem, Jr.
Theresa Diamond	Sara Elizabeth Ownbey
Argyle Glenn	Robert Lee Peppell
Parker Redman Hamlin	Laura Mae Seeley
Margaret Gertrude Harrell	Gladys Winston Shuford
Elmer C. Harrison	Charles Edward Stuart
Edith Horne Leach	Ruth Evelyn Teel

## HOLDERS OF SCHOLARSHIPS

## JUNIOR SCHOLARSHIPS\*

Grady C. Frank, College Station.  
 J. G. Pratt, Route 7, Winston-Salem, N. C.  
 C. H. Livengood, Jr., 1108 Minerva Ave., Durham, N. C.  
 Kenneth McDougall, Route 7, Durham, N. C.  
 Herman Walker, 616-26th St., Bradenton, Fla.

## SOPHOMORE SCHOLARSHIPS\*

Theresa Diamond, 487 Jefferson St., Danville, Va.  
 Edith Leach, 511 West Main St., Washington, D. C.  
 Argyle Glenn, 2117 Parkwood Ave., Richmond, Va.  
 Nicholas Orem, 20 Owens Ave., Hyattsville, Md.  
 S. J. Margolin, 88 West End Ave., Brooklyn, N. Y.

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\* These scholarships are awarded only to the five highest ranking members of the class.



## COMMENCEMENT, JUNE, 1929

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Sunday, June 2, 8:30 p.m.—Baccalaureate Address, the Reverend William Pierson Merrill of New York.

Monday, June 3, 8:30 p.m.—Senior Orations.

Tuesday, June 4, 11:00 a.m.—Commencement Sermon, Bishop Francis John McConnel of New York.

Wednesday, June 5, 11:00 a.m.—Commencement Address, Senator Walter Franklin George of Washington, D. C.

### DEGREES IN COURSE

#### BACHELOR OF ARTS

Abernathy, Thomas Edison	Cassidy, Robert Aloysion
Adams, Martha Lipscomb	Cavanaugh, Harold Rupert
*Albergotti, James McAlpin, Jr.	Chesson, Martha Estelle
Anderson, Virginia Pearl	Christian, Linwood Barrett
Ashley, Howard	Clay, Charles Wesley
Autry, John Duncan Asbury	Cleaver, James Andrew
Aycock, Clarence Bryan	Cook, Grady O'Neal
Bailey, Edward Cunningham	Cooke, Selena Greene
Barker, Felix Scott	Cooper, Viola Lavender
Barnwell, Roy James	Copeland, Rachel Victoria
Bennett, Charles Glenn	Council, John Cromartie
Berlin, Harry Irvin	Crabtree, Adrian Blair
Bird, Matthew John	Cranford, William Edwards
Bolich, Marion	Crews, Catharine Hunt
Bost, Henry C.	Cross, Pauline Eugenia
Boyett, Dunham Worth	Cross, William Frank
Bradshaw, John William	Crowder, Cecil Robert
Braswell, John William	Crumpacker, Bernice
Brent, Fred Whaly	Culberson, Gladys Flowers
Broome, Oscar Whitfield	Culbreth, Thomas Franklin, Jr.
Brown, Cansau Delane	Curtis, Robert Arnold
Brummitt, Fred Graham	Daniel, John Webb
Bruton, Ogden C.	Daniel, Mary Helm
Bruton, Robert Bradley	Davis, Harry Wesley
Buffaloe, Ethel Mae	Davis, James Heath
Bunting, Elisha Harry	De Bruyne, Jacob M. A.
Burke, John Locke	Dorsett, Harrison Wood, Jr.
Caldwell, Annie Louise	Doxey, John Elwood
Candler, Coke	Draughon, Florence Margaret
Cannon, Marjorie	Dukes, Charles Aubry
Carper, John Howard	Dunstan, William Edward, Jr.
Carruthers, Joseph Tinnie, Jr.	Earnhardt, Fred Wilcox
Carter, Elizabeth	Edwards, Moir Williamson



- Ellison, Reuben Harold  
 Ervin, Everett Lamont  
 Eubanks, Helen King  
 Faulkner, Littlejohn Taylor  
 Fitzgerald, Florence  
 Franko, Alfred M.  
 Frazier, Rose Marie  
 Frazier, William Guthrie, Jr.  
 Futrell, James Wilbur  
 Garrard, Mary Louise  
 Gay, Charles Houston  
 Gentry, Thomas Oliver  
 Gery, Delma Louis  
 Greene, Jennie  
 Greene, Katie Lee  
 Gregory, John M. Moody, Jr.  
 Gregory, Priscilla  
 Gunter, Ellen Mae  
 Hancock, Doris  
 Hardee, Guy Taylor  
 Hardison, Stewart Ralph  
 Hargrave, Charles Hamilton  
 Hatcher, George Brown  
 Hathcock, Thomas Alexander  
 Hauss, Mary Arden  
 Hayes, Annie Lucille  
 Haywood, Zoa Lee  
 Hester, Ernest Carrington  
 Hinton, Mildred Jones  
 Hipp, Bertha C.  
 Hix, Edwin Jonathan  
 Holton, Mildred Elizabeth  
 Horne, Richard Caswell  
 Ireland, William Nelson  
 Jackson, David Kelly, Jr.  
 Jenkins, Ormah Woods  
 Johns, Hazel Virginia  
 Johns, Nancy Pauline  
 Johnson, Amos Neill  
 Johnson, Audrey Glenn  
 Johnston, Frances Elizabeth  
 Johnston, Robert Milton  
 Jones, Bernard Huyette  
 Keever, Anna Elizabeth  
 Keffer, Harry B.  
 Kendall, Henry L., Jr.  
 Kendrick, Charles Mattox  
 Kennedy, Katherine  
 Kilgo, Lawrence Harrell  
 King, Elizabeth  
 King, Jennings Graham  
 Kleckner, Orrin Frank  
 Klutz, Lillie Mae  
 Lamm, Roney William  
 Larsen, Edith  
 Layton, Martha C.  
 LeGette, Mary Watson  
 Lineback, Vann Roberts  
 Lumley, Victor A.  
 Lutz, Earl Hubert  
 McDonald, Ralston Lattimore  
 McEachern, Sleiman Rutledge  
 McGranahan, Lois Elizabeth  
 Mangum, Maynard  
 Margolis, Reuben  
 \*Martin, Thomas Edward  
 Masters, Vero R.  
 Matheson, William McRae  
 Mayo, Louis Allen  
 Messner, Dorothy Evelyn  
 Metzenthin, Esther Marie  
 Mewborne, William Burke  
 Miller, Kellah Chaplin  
 Miller, Kenneth Thompson  
 Montgomery, Margaret Elizabeth  
 Morgan, Eben Cornelius  
 Moses, Alice Ellen  
 Moyle, Monte Boddie  
 Mulholland, Emma Lucille  
 Murnick, Mildred  
 Nash, Loy Arthur  
 Neal, Joseph Walter  
 Newton, Thomas Hudson  
 Nicks, Samuel Freeman, Jr.  
 Osborne, Gladys Helen  
 Ough, Owen Keuieun  
 Owen, Frank Dearman  
 Parrish, Robert Clifton  
 Payne, Paul Pleasant  
 Peele, Talmadge Lee  
 Pitts, William Reid  
 Pleasants, Annie Mays  
 Poe, Henry Martyn  
 Pope, Liston Corlando  
 Power, Sara Jane  
 Presson, Harry L.  
 Ramseur, Jackson Townsend  
 Raper, Edward Shore  
 Rayle, John Leonard  
 Richardson, Nathan S., Jr.

Rodrigues, Andres Pollarco  
 Rogers, Helena Mojeska  
 Roper, Monte Christian Blalock  
 Roper, Richard Fred  
 Rosenberg, Nelson G.  
 Rosenstein, Ray R.  
 Rouse, Juanita Elizabeth  
 Sasser, Roxie Johnson  
 \*Seabolt, Ruth  
 Severance, William Ellis  
 Shipp, Mary Elizabeth  
 Shuford, Mary Opal  
 Simpson, Mary E.  
 Sink, Charles Varner  
 Sloan, William Stringfield  
 Smith, Amos Glenn  
 Smith, Edwin Hardin  
 Smith, May Alice  
 Spruill, Theodore Reynold  
 Stacy, Paul John  
 Stallings, Annie Elizabeth  
 Starnes, Alvin Bradley  
 Starnes, Shirley Judge  
 Starnes, Stoye Everette  
 States, Louis Alva, Jr.  
 Steidley, Maybeth Marie

Stewart, Burton Cloyd  
 \*Stewart, Lilian Bridges  
 Summerrow, Thomas Edward, Jr.  
 Taylor, Helen Jackson  
 Taylor, Melvin H.  
 Tesh, Bessie  
 Thompson, Arthur Leo  
 Thompson, Eddie Lyon  
 Thornton, Thomas Spruill  
 Tilley, Lester A.  
 Van Wagoner, Willis Bush  
 Veasey, Paul David  
 Walker, Fielding Lewis  
 Weber, Pauline Susan  
 Werner, Margaret Louise  
 Westbrook, Dorothy Louise  
 Westbrook, Hugh Latimer, Jr.  
 White, John F., Jr.  
 Whitman, William Tate  
 Williamson, Glenn Irvin  
 Wilson, Eula Louise  
 Wilson, Lloyd Bain  
 Winchester, Ralph Lacy  
 Woodward, John Lisbon  
 Yarbrough, Edwin S., Jr.  
 Yountz, James Ernest

## BACHELOR OF SCIENCE

Berglund, Charles William, Jr.  
 Bevacqua, Frank Anthony

Butler, Marshall Walker  
 Earnhardt, William Crawford

## MASTER OF ARTS

\*Allen, Gay Wilson  
 Anderson, Ewing  
 Andrews, Robert Lee  
 Blake, Nelson Morehouse  
 Blalock, Sallie Verona  
 Britton, George Taylor  
 Broadway, Blanche McKinsey  
 Burch, James Charlie Horton  
 Carpenter, Clarence Ray  
 Carroll, Zoe Wells  
 Cheatham, Cora Lee  
 \*Clark, Blanche Henry  
 Croy, Oakley Easley  
 Cunningham, Marcus Earl  
 Dehler, Sophie Anne  
 Ehrlich, John  
 Elliott, Emmet Roach  
 Fanning, Frederick Deveau  
 Garrison, Roy. Charles

Glasson, Lucy Fleming  
 Grigg, Claud  
 Haddock, Richard Abraham  
 \*Hall, James Henry  
 Harriss, Hyman LeRoy  
 Ide, Walter Swetland  
 Jenkins, Wilbert Armonde  
 Johnson, Daniel Sloan  
 Kellam, William Porter  
 Ketring, Ruth Anna  
 Kirkpatrick, Charles Atkinson  
 Kolb, Ernest Connors  
 Little, Lawrence Calvin  
 McCain, James Allen  
 McCoy, Samuel Jesse  
 McCulloch, Thomas Logan  
 Matthews, Joseph Chesley  
 Morrison, Harriet Newell  
 Pace, Donald Metcalf

Powell, Mary Ellen  
 Rayner, Kenneth Tyson  
 Rivera, Rodolfo Osvaldo  
 Robert, Joseph Clark  
 Rogers, Henry Harper  
 Rooker, Bessie Alice  
 Root, Raymond Williard  
 Runyan, Theodore  
 Schallert, Dorothy Amaryllis  
 Spence, Charlotte Garrison  
 Spivey, Lucy Mayo  
 Stackhouse, Arva Eastwood  
 Stem, Margaret Meadows

Stewart, Sara  
 Swanson, John Chester  
 Truesdale, James Nardin  
 Tyree, Elizabeth Davis  
 \*Ward, Charles Eugene  
 \*Watts, Hessie  
 Westerhof, Anthony Cornelius  
 Whaley, Grace Wine  
 Wheeler, Harold Payton  
 White, Gladys Ruth  
 Wiese, Marion Bernice  
 Wrenn, Samuel Nathaniel

## MASTER OF EDUCATION

Dunn, Ione Henderson  
 \*Edgerton, Roland Ottis  
 Forman, Eleanor Brynberg

Nunn, Lilian Via  
 Whaley, Otis

## BACHELOR OF DIVINITY

Fouts, Dwight Lang  
 Herbert, Chesley Carlisle, Jr.  
 Huggin, James George, Jr.  
 Jerome, Robert Leroy  
 Kyles, Alpheus Alexander

Phillips, James Godfrey  
 Roberts, Ivan Leard  
 Southard, Paul Cornelius  
 Spence, Bessie Whitted  
 Stott, Janadus Doane

## BACHELOR OF LAWS

Allshouse, Merle Lawrence  
 Branson, William Henry

Hollowell, Linwood Branton  
 Whisnant, Joseph Carpenter

## DOCTOR OF PHILOSOPHY

Allen, Ivey, Jr., A.B., Duke.

Dissertation: *Investigation of Isoquinoline Alkaloids: The Proposed Fritsch-Pomeranz Synthesis of Papaverine.*

Davis, Rose May, A.B., A.M., Duke.

Dissertation: *Investigation of Isoquinoline Alkaloids: Examination of Pictet's Berberine Synthesis.*

Flanders, Ralph Betts, A.B., Emory; A.M., Duke.

Dissertation: *Plantation Slavery in the State of Georgia.*

Kumbro, Donald Milheim, B. S., The University of Buffalo; A.M., The University of Illinois.

Dissertation: *The Possibility of Non-Toxic Lead Compounds.*

Lackey, Oscar Napoleon, A.B., Valparaiso University; A.M., Duke.

Dissertation: *Voltaic Cells with Oxidation-Reduction Electrodes.*

## APPOINTMENTS FOR COMMENCEMENT

The chief marshal and manager for Commencement are selected by the Hesperian and Columbian Literary Societies. In the selection of these officers the societies alternate. The assistants are appointed by the chiefs.

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\*Degree conferred *in absentia*.

# ROLL OF STUDENTS 1929-1930

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## GRADUATE STUDENTS

[NOTE: This list includes the names of all persons registered as graduate students during the twelve months preceding Commencement Day, June, 1930. The symbol (S) indicates that the student took part or all of his graduate courses in the Summer Session of 1929.]

Abernathy, Ethel	Fuquay Springs, N. C.
A.B. (Duke), German.	
Aiken, Leonora Marshall	Durham, N. C.
A.B. (Duke), French. (S)	
Akerstrom, Frances Elizabeth	McLeansville, N. C.
A.B. (Maryville), Education, English. (S)	
Alberson, Hazel Stewart	Asheville, N. C.
A.B. (Monmouth), Latin. (S)	
Alexander, Thomas Robert	Pineville, N. C.
A.B. (Davidson), B.D. (Union, Richmond),	Economics, Political Science.
*Altwater, Frederick Vernon	Denver, Colo.
A.B. (Duke), Economics.	
Anderson, Alice Francis	Burlington, N. C.
A.B. (Duke), Education. (S)	
Anderson, Dorothy Henderson	Durham, N. C.
A.B. (University of Tennessee), Psychology.	
Anderson, Elizabeth Holt	Durham, N. C.
A.B., A.M. (Duke), German. (S)	
Anderson, Ewing	Gainesville, Fla.
A.B. (University of Florida), A.M. (Duke), English.	
Anderson, Mildred Everett	Durham, N. C.
A.B. (Marygrove), Psychology.	
Ashburn, Karl Everett	Handley, Tex.
A.B., A.M. (Texas Christian University), Economics.	
Ashford, Moselle Quillian	Athens, Ga.
A.B. (Florida State College for Women), A.M. (Clark), Psychology.	
Ashley, George Norman	Edenton, N. C.
A.B. (Wake Forest), Religion.	
Atkins, Blanche Geneva	Durham, N. C.
A.B. (Duke), English, Education.	
Baker, Sudie Mae	Holly Springs, N. C.
A.B. (Duke), Education. (S)	
Balch, Clifford Perry	Westfield, Pa.
A.B. (Franklin and Marshall), History, Political Science.	
Baldwin, Evelyn Grayson	Durham, N. C.
A.B. (Mary Baldwin), English, French.	
Barker, Felix Scott	Durham, N. C.
A.B. (Duke), Education. (S)	
Barnes, Zelda Ralston	Clayton, N. C.
A.B. (Greensboro College for Women), Education. (S)	
Barnette, Elizabeth	Roxboro, N. C.
A.B. (Duke), English. (S)	
Barnhardt, Zeb Glenn	Oakboro, N. C.
A.B. (Duke), Physics. (S)	

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\* A.B. to be conferred June, 1930.

- Barnhart, Frank Melton  
A.B. (Emory and Henry), Religion, History.
- Barrett, Dixon  
A.B. (Duke), Education. (S)
- Basler, Roy Prentice  
A.B. (Central, Missouri), English.
- Bayne, Hazel Mae  
A.B. (George Washington), English. (S)
- Beasley, Blair Edward  
A.B. (Duke), Education, English. (S)
- Beavers, Hallie  
A.B. (North Carolina College for Women), Education.
- Bell, Lila McLin  
A.B. (North Carolina College for Women), English, Education. (S)
- Bennett, John Wesley  
A.B. (Duke), Religion. (S)
- Best, Albert Hartwell, Jr.  
A.B. (Wofford), Education, Economics. (S)
- Bird, Matthew John  
A.B. (Duke), History, Education. (S)
- Bizzell, Alma Bridgers  
A.B. (Salem), Education.
- Blake, Nelson Morehouse  
A.B. (George Washington), A.M.. (Duke), History.
- Bowles, Charles Phillips  
A.B. (Duke), Religion.
- Boyd, Robert Edwin  
A.B. (University of North Carolina), Education. (S)
- Bradford, Cathryne  
B.S. (William and Mary), Education, History. (S)
- Bradshaw, Lucille Farrer  
B.S. (Virginia State Teachers College, Farmville), Education. (S)
- Brady, Elbert Carl  
A.B. (Elon), German. (S)
- Brant, George Ezekiel  
A.B. (University of South Carolina), Mathematics. (S)
- Brant, Helen Ward  
A.B. (Coker), Economics, Education. (S)
- Braswell, Helen Green  
A.B. (North Carolina College for Women), Education. (S)
- Braswell, John William  
A.B. (Duke), English.
- Brecher, Gerhard Karl Adolf Otto  
(Gymnasium, Dresden), (University of Hamburg), Botany, Zoölogy.
- Brent, Fred Whaley  
A.B. (Duke), Mathematics, History. (S)
- Brewer, Ann Eliza  
A.B. (Meredith), A.M. (Columbia).
- Brinson, Pearl Leola  
A.B. (Duke), French. (S)
- Broadway, Blanche McKenzie  
A.B. (Duke), History.
- Brothers, Joe Jurden  
A.B. (Duke), Education. (S)
- Brown, Adrian Ernul  
A.B. (Duke), Religion.
- Brown, Maurine  
A.B. (Baylor University), Education. (S)
- Crimora, Va.
- Durham, N. C.
- Calhoun, Ky.
- Washington, D. C.
- Apex, N. C.
- Siler City, N. C.
- Graham, N. C.
- Concord, N. C.
- Florence, S. C.
- Chelsea, Mass.
- Louisburg, N. C.
- Hyattsville, Md.
- Guilford College, N. C.
- Fountain, N. C.
- Monroe, N. C.
- Rocky Mount, N. C.
- Elon College, N. C.
- Bethune, S. C.
- Bethune, S. C.
- Nashville, N. C.
- Demopolis, Ala.
- Dresden, Germany
- Lynchburg, Va.
- Raleigh, N. C.
- Morehead City, N. C.
- Durham, N. C.
- Elizabeth City, N. C.
- Bynum, N. C.
- Cleburne, Tex.



- Browning, Henry Donaldson  
A.B. (Wake Forest), Education. (S)      Wilmington, N. C.
- Brummitt, Fred Graham  
A.B. (Duke), Education. (S)      Oxford, N. C.
- deBruyne, Jacob Marinus Anton  
A.B. (Duke), Chemistry, Physics.      Durham, N. C.
- Buckner, Caney Edward  
A.B., A.M. (Duke), History. (S)      West Durham, N. C.
- Burch, James Charlie Horton  
A.B., A.M. (Duke), English, German, French.      Durham, N. C.
- Byrd, Ruth White  
A.B. (North Carolina College for Women), English. (S)      Stovall, N. C.
- Caldwell, Lawrence McClure  
A.B. (Wake Forest), Zoölogy. (S)      Maiden, N. C.
- †Calhoun, Catherine Truss  
A.B. (University of Richmond), Botany. (S)      Chincoteague, Va.
- Callihan, Alfred Dixon  
A.B. (Marshall), Physics, Mathematics, Chemistry.      Huntington, W. Va.
- Canaday, Ernest Franklin  
A.B. (William Jewell), A.M. (University of Missouri), Mathematics. (S)      Carrollton, Mo.
- Carpenter, David Williams  
A.B., A.M. (Duke), Chemistry, Physics, Mathematics.      Durham, N. C.
- Carpenter, Edna May  
A.B. (Duke), Education, English.      Durham, N. C.
- Carpenter, Virginia Magnolia  
A.B. (Duke), Education. (S)      Durham, N. C.
- Carroll, Annie Lucille  
A.B. (Salem), Education. (S)      Wilson, N. C.
- Carroll, Charles Fisher, Jr.  
A.B. (Duke), Education. (S)      Newport, N. C.
- Carroll, James Elwood  
A.B. (High Point), Religion.      Reidsville, N. C.
- Carroll, James Grover  
A.B. (Wake Forest), M.A. (Columbia), Mathematics. (S)      Wake Forest, N. C.
- Carroll, Zoe Wells  
A.B. (University of Tennessee), A.M. (Duke), Zoölogy, Psychology.      Morristown, Tenn.
- Caudill, Russell Horton  
A.B., A.M. (Duke), Religion. (S)      Durham, N. C.
- Chen, William Yuanlung  
A.B., A.M. (Syracuse), Psychology, Philosophy.      Foochow, China
- Cherry, Jane Estelle  
A.B. (Greensboro College), History, Education. (S)      Newton, N. C.
- Cherry, Julia Wyche Allen  
A.B. (Duke), Education. (S)      Bahama, N. C.
- Cherry, William John, Jr.  
A.B. (Presbyterian College of South Carolina), English.      Rock Hill, S. C.
- Chesley, Leon Carey  
B.S. (Susquehanna), Zoölogy, Botany, Chemistry.      Hop Bottom, Pa.
- Clark, Helen Dearmin  
A.B. (Randolph-Macon), Religion, Philosophy.      High Point, N. C.
- Clark, Thomas Dionysius  
A.B. (University of Mississippi), A.M. (University of Kentucky), History.      Louisville, Miss.
- Clarkson, John Montgomery  
A.B. (Wofford), A.M. (Duke), Mathematics. (S)      Heinemann, S. C.
- Clifton, Robert Marston  
B.S. (Davidson), English, History.      Henderson, N. C.

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† Junaluska Summer School.



- Coleman, Thomas Rupert  
A.B. (Duke), Religion. (S) Durham, N. C.
- Conley, Donald Hayes  
A.B. (Duke), Economics, History. (S) Lenoir, N. C.
- Cook, Cecil Edwards  
A.B. (North Carolina State College), Education. (S) Durham, N. C.
- Cooke, Lucy Gay  
A.B. (North Carolina College for Women), Italian. Graham, N. C.
- Cousar, Virginia  
A.B. (Erskine), Economics, Education. (S) Lancaster, S. C.
- Cowan, Sara Louise  
A.B. (North Carolina College for Women), Education. (S) Rutherford, N. C.
- Cox, Granville Claude  
A.B. (William and Mary), Education, Mathematics. (S) Fairfax, Va.
- Cox, Henry Miot  
B.S. (Emory), Mathematics, Physics. Toccoa, Ga.
- Cox, Rufus Carson  
A.M. (University of North Carolina), Education. (S) Troy, N. C.
- Cox, Virginia Faye  
A.B. (Converse), English. Rockingham, N. C.
- Craig, J. Marie  
A.B. (Winthrop), B.S. (Columbia), Education. (S) Lancaster, S. C.
- Cross, Lethia Elizabeth  
A.B. (Duke), Education. (S) Durham, N. C.
- Cude, Wendell Holmes  
A.B. (Guilford), Education, English. (S) Colfax, N. C.
- Currin, Gladys Gill  
A.B. (Meredith), Education. (S) Angier, N. C.
- Curtis, Ruth Evelyn  
A.B. (Greensboro College), History, English. Greensboro, N. C.
- Cutter, Walter Aurey  
A.B. (Central, Missouri), Religion, Philosophy. Baltimore, Md.
- Dail, Clara Jamesey  
A.B. (North Carolina College for Women), Education, Mathematics. (S) Edenton, N. C.
- Daniels, Archie Shields  
A.B. (Duke), Education. (S) Leaksville, N. C.
- Daves, Guy  
A.B. (Wake Forest), Education. (S) Black Mountain, N. C.
- Daves, Juanita Koontz  
A.B. (North Carolina College for Women), Education. (S) Black Mountain, N. C.
- Davidson, Elizabeth Huey  
B.S., M.S. (University of Tennessee), History, German. (S) Shelbyville, Tenn.
- Davies, Clyde Thomson  
A.B. (University of Florida), Education, English. (S) Radcliffe, Va.
- Davis, Alberta Louise  
A.B. (Greensboro College), Education. (S) Zebulon, N. C.
- Dean, Charles Wesley, Jr.  
A.B. (Emory and Henry), Mathematics, Education. (S) Kingsport, Tenn.
- Deaton, Mary Moore  
B.S. (North Carolina College for Women), Education. (S) Mooresville, N. C.
- Denny, Mary Rebecca  
A.B. (Salem), English, Education. (S) Red Springs, N. C.
- Dickson, Dorothy Gene  
A.B. (Rice Institute), Education. (S) Raleigh, N. C.
- Dimmette, Joel Walter  
A.B. (Duke), Religion. (S) Leasburg, N. C.
- Doob, Leonard William  
A.B. (Dartmouth), Psychology, Zoölogy. New York, N. Y.

- Drake, Virginia Helen  
A.B. (Tusculum), Latin, Greek.
- Dressel, Francis George  
A.B. (Michigan State), M.S. (University of Michigan), Mathematics.
- Dunkle, Margaret Robert  
A.B. (Florida State College for Women), Latin, Greek.
- Dunn, Maud Wilkerson  
A.B. (Duke), Education. (S)
- Dunn, Millard Charles  
A.B. (Duke), Chemistry. (S)
- Edgerton, Roland Ottis  
A.B., Ed.M. (Duke), Education. (S)
- Edwards, Nancy Irene  
A.B. (Meredith), Education. (S)
- Eggers, Graydon Poe  
A.B. (Carson-Newman), English, French. (S)
- Elliott, Emmet Roach  
B.S. (Hamden-Sidney), A.M. (Duke), Mathematics. (S)
- Elmore, Kelly Lee  
A.B. (Duke), Chemistry.
- Fanning, Mamie Johnson  
A.B. (Duke), Education. (S)
- Fennell, Richard Adams  
A.B. (Birmingham-Southern), Biology, Zoology.
- Ferrell, George Washington  
A.B. (Duke), A.M. (Columbia), English, Psychology.
- Ferry, Lois Anne  
A.B. (University of California), German.
- Fewell, Hall Steels  
A.B. (Presbyterian College of South Carolina), Education. (S)
- Fisher, Hilbert Adam  
Graduate of U. S. Naval Academy, M.S. (North Carolina State College), Mathematics. (S)
- Ford, Grover Mancil  
B.S. (Davidson), M.S. (Emory), Chemistry, Physics.
- Fort, Elbert William  
A.B. (Guilford), Education, Religious Education. (S)
- Frazier, Rose Marie  
A.B. (Duke), German.
- Fry, Glenn Ansel  
A.B. (Davidson), Psychology, Zoology.
- Garner, George Lee  
A.B. (Mississippi State College for Women), History, English. (S)
- Garrard, Annie Walker  
A.B. (Duke), History, Education.
- Garrison, Albert L.  
A.B. (Asbury College), Education. (S)
- Gathings, James Anderson  
A.B. (Furman), Political Science, History. (S)
- Gelmann, Herman Henry  
B.S. (Fordham), A.M. (Stanford), Chemistry, Physics.
- Gentry, Nola Jane  
A.B. (Duke), English. (S)
- Gibson, William Marion  
A.B. (University of Richmond), Political Science, History.
- Gilbert, William Solomon  
A.B., A.M. (University of Kentucky), History (S)
- Grand Rapids, O.
- Hart, Mich.  
Bartow, Fla.
- Durham, N. C.
- Bahama, N. C.
- Portsmouth, Va.
- Mars Hill, N. C.
- Boone, N. C.
- Darlington Heights, Va.
- Lowell, N. C.
- Durham, N. C.
- Decatur, Ala.
- Durham, N. C.
- Riverside, Calif.
- Charleston, S. C.
- Raleigh, N. C.
- Hokes Bluff, Ala.
- Lumber Bridge, N. C.
- Durham, N. C.
- Blacksburg, S. C.
- A. & M. College, Miss.
- Durham, N. C.
- Big Stone Gap, Va.
- Greensboro, N. C.
- Brooklyn, N. Y.
- Greeneville, Tenn.
- Baltimore, Md.
- Charleston, W. Va.

- Gill, Harriet Aurelia  
A.B. (University of Richmond), Zoölogy. (S) Richmond, Va.
- Gill, Leila May  
A.B. (Converse), Education, Latin (S) Laurinburg, N. C.
- Gillaspie, Athey Graves  
B.S. (Lynchburg), Chemistry, Physics. Big Island, Va.
- Gillet, Lucille Erma  
A.B. (Nebraska Wesleyan), Psychology. Lincoln, Neb.
- Gillock, Emmie May  
A.B. (Mississippi State College for Women), Mathematics, Physics. Lula, Miss.
- Glasson, Lucy Fleming  
A.B., A.M. (Duke), English. (S) Durham, N. C.
- Godard, James McFate  
A.B. (Park), Education, Psychology. Kankakee, Ill.
- Goodwin, Ernest Boyd  
A.B. (Wofford), A.M. (University of North Carolina), History. (S) Durham, N. C.
- Gordan, Myron Wilcox, Jr.  
A.B. (Furman), Education. (S) Spencer, N. C.
- Gray, Theron Arthur  
A.B. (Duke), History, Education. (S) Ruth, N. C.
- Green, Ernest Joshua  
A.B. (Duke), English. (S) Columbia, S. C.
- Greene, Fred Woodside  
A.B. (Duke), Biology. (S) Wilson, N. C.
- Gregory, George McKendrick  
A.B. (Yale), A.M. (University of Texas), English. Durham, N. C.
- Griffin, Mabel Jeannette  
A.B. (Duke), Mathematics, Physics. (S) Durham, N. C.
- Grigg, Ivey Franklin  
A.B. (Duke), Education, Religious Education. (S) Berea, N. C.
- Grogan, Eleanor  
A.B. (North Carolina College for Women), Education, English. (S) Stoneville, N. C.
- Gunter, Ellen Mae  
A.B. (Duke), English. Durham, N. C.
- Haddock, Richard Abraham  
A.B., A.M. (Duke), Mathematics. (S) Durham, N. C.
- Hagan, Charles Banner  
A.B. (Emory and Henry), A.M. (University of Virginia), Political Science, Economics. Bristol, Tenn.
- Hall, Joseph Alfred  
A.B., M.S. (Wisconsin), Chemistry. Durham, N. C.
- Haltiwanger, Robert Sidney  
B.S. (Davidson), Education. (S) Winston-Salem, N. C.
- Hardaway, Elizabeth Annie  
A.B. (Duke), Education. (S) Durham, N. C.
- Harmon, Thomas Leonhardt  
A.B. (Emory), A.M. (University of Chicago), Economics, Education. Macon, Ga.
- Harrell, Stanley Claudius  
A.B., A.M. (Elon), B.D. (Union, Richmond), Religion. Durham, N. C.
- Harris, Clarence Ligon  
A.B. (Wofford), Zoölogy. (S) Anniston, Ala.
- Harris, Florence Catherine  
A.B. (Duke), History. Washington, N. C.
- Harton, Benjamin Love  
A.B. (Hendrix), Education, Economics, Psychology. Conway, Ark.
- Harvill, Richard Anderson  
B.S. (Mississippi A. and M.), A.M. (Duke), Economics. Magnolia, Miss.

Harward, Morata Beatrice	Durham, N. C.
A.B. (Duke), English. (S)	
Hatchett, Edward Wallace	Durham, N. C.
A.B. (Duke), Mathematics. (S)	
Haywood, Zoa Lee	Durham, N. C.
A.B. (Duke), English, Religion.	
Hazlewood, Lucy Linwood	Kenbridge, Va.
A.B. (Randolph-Macon Woman's College), Education, Mathematics. (S)	
Hazlewood, Willie Gertrude	Kenbridge, Va.
A.B. (Randolph-Macon Woman's College), English. (S)	
Henderson, Pierce Pike	Asheville, N. C.
A.B. (Presbyterian College of South Carolina), Education, Mathematics. (S)	
Henry, Nell Quinby	Winnsboro, La.
A.B. (Lander), Biology. (S)	
Henry, Sibyl	Lenoir, N. C.
A.B. (University of North Carolina), Education. (S)	
Herndon, Clyde	Ehrhardt, S. C.
A.B. (Furman), Education, History. (S)	
Hester, Ernest Carrington	Durham, N. C.
A.B. (Duke), Zoölogy, Botany.	
Hewlett, Betty Herring	Wilmington, N. C.
A.B. (Meredith), Education. (S)	
Highfill, Thomas Guthrie	Donnaha, N. C.
A.B. (Moravian), Religion.	
Hinson, Van Glenn	Boone, N. C.
A.B. (Lenoir-Rhyne), Education. (S)	
Hitt, Pearl	Clinton, S. C.
A.B. (Lander), Education, English. (S)	
Hoban, Charles Francis	Harrisburg, Pa.
Ph.B. (Dickinson), English.	
*Hobgood, Virginia Lucile	Durham, N. C.
A.B. (Duke), Latin, French.	
Hocutt, Naomi Hull	Ashton, N. C.
A.B. (Meredith), Education. (S)	
Hodges, Wiley Edward	Blountville, Tenn.
A.B. (Roanoke), Political Science, History.	
Hodgkin, Wilbur Leroy	Greensboro, N. C.
A.B. (Davidson), Education. (S)	
Holt, Isaac Terry	Erwin, N. C.
A.B. (Duke), History, Political Science.	
Holton, Samuel Martin	Durham, N. C.
A.B., A.M. (Duke), Education. (S)	
Hook, Marshall Ward	Elon College, N. C.
A.B. (Elon), M.A. (University of North Carolina), Mathematics. (S)	
House, Ray Weldon	Cooleemee, N. C.
A.B. (Duke), Education. (S)	
Howell, Thelma	New Bern, N. C.
A.B. (Duke), Zoölogy. (S)	
Huckabee, Ellen Harris	Albemarle, N. C.
A.B. (Duke), English.	
Hudson, Monie Sanders	Spartanburg, S. C.
A.B. (Wofford), Chemistry, Physics.	
Huff, Pauline	Asheville, N. C.
A.B. (Meredith), Education. (S)	
Huffstetler, Juanita Elizabeth	Miami, Fla.
A.B. (Florida State College for Women), Economics, History. (S)	

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\* A.B. to be conferred June, 1930.

Hunt, Dwight Russell	Durham, N. C.
A.B. (Southeastern Teacher's College, Oklahoma), Religion.	
Hunt, Norman Francis	Danville, Va.
A.B. (University of Pennsylvania), History.	
Hunter, Annie May	Henderson, N. C.
A.B. (North Carolina College for Women), Education.	
Hunter, John Everett	Stem, N. C.
A.B. (Wake Forest), Education. (S)	
Israel, Kate Ola	Asheville, N. C.
A.B. (Duke), Chemistry.	
Jackson, David Kelly, Jr.	Gastonia, N. C.
A.B. (Duke), English, Education.	
Jenkins, Sanford Swindell	Durham, N. C.
A.B., A.M. (Duke), Chemistry, Physics.	
Jenkins, Theodore Roosevelt	Durham, N. C.
A.B. (Duke), Religious Education. (S)	
Jennings, Frances Wardlaw	Shelby, N. C.
A.B. (Brenau), Zoölogy, Education. (S)	
Jeter, Paul Hamilton, Jr.	Carlisle, S. C.
A.B. (University of South Carolina), Education. (S)	
Johnson, Joseph Herman	Mount Airy, N. C.
A.B. (University of Richmond), Education. (S)	
Jordan, Patte	High Point, N. C.
A.B. (North Carolina College for Women), Education. (S)	
Keever, Homer Maxwell	Southmont, N. C.
A.B. (Duke), Religion.	
Ketring, Ruth Anna	Richmond, Ind.
A.B. (Earlham), A.M. (Duke), History.	
Kimball, Rosebud	Manson, N. C.
A.B. (Elon), Education. (S)	
Kimbrough, Edith	Greensboro, N. C.
A.B. (Bessie Tift), Education, English.	
Kluttz, Lillie Mae	Durham, N. C.
A.B. (Duke), Education. (S)	
Knight, John Vincent	Durham, N. C.
A.B. (Elon), Religion, English. (S)	
Knight, Mary Latham	Asheville, N. C.
A.B. (Duke), Education. (S)	
Kressin, Virginia Stanton	Durham, N. C.
A.B. (University of South Dakota), Latin. (S)	
Larsen, Edith	Durham, N. C.
A.B. (Duke), Zoölogy. (S)	
Leary, Rupert Leslie	Coronaco, S. C.
A.B. (Furman), Education, English. (S)	
Ledbetter, Frances Gresham	Princeton, N. C.
A.B. (Duke), English. (S)	
Lee, Albert Evans	Monroe, N. C.
A.B. (Mercer), Education. (S)	
Lee, Robert Earl	Kinston, N. C.
B.S., LL.B., M.A. (Columbia), Economics, History. (S)	
Leggett, Mary Margaret	Edenton, N. C.
A.B. (Randolph-Macon Woman's College), Education. (S)	
LeGwin, Mary McCullen	Wilmington, N. C.
A.B. (Duke), English. (S)	
†Leonard, Susan Francena	Atlanta, Ga.
A.M. (Columbia), Botany. (S)	

† Junaluska Summer School.



Levenson, Jacob	New York, N. Y.
B.S. (New York), Chemistry, Physics.	
Little, Harold Clay	Charlotte, N. C.
A.B. (Davidson), Education, Mathematics. (S)	
Little, Lawrence Calvin	Durham, N. C.
A.B. (Davidson), A.M. (Duke), Religion, Psychology, Education.	
Long, Albert Anderson	Durham, N. C.
A.B. (University of North Carolina), Education, Religion. (S)	
Lovelace, Arsola Crawford	Caroleen, N. C.
A.B. (Wake Forest), Education. (S)	
Lowder, Essie B.	Albemarle, N. C.
B.S. (Queens), Zoölogy, Botany.	
*Lucas, John Paul, Jr.	Charlotte, N. C.
A.B. (Duke), Psychology, Religion, Zoölogy.	
Lumley, Victor Alton	Durham, N. C.
A.B. (Duke), French, English. (S)	
Lynn, Irene Margaret	Morrisville, N. C.
A.B. (Duke), Zoölogy, Chemistry. (S)	
McCarson, Anna Murray	Durham, N. C.
A.B. (Duke), Education. (S)	
McCaskill, Leona Wilson	Sumter, S. C.
A.B. (Winthrop), Latin, Greek.	
McColum, Doris Elizabeth	Sumter, S. C.
A.B. (Winthrop), Education. (S)	
McCulloch, Thomas Logan	Fullerton, Calif.
A.B. (Whittier), Psychology, Zoölogy.	
McDonald, Agnes Mae	Paragould, Ark.
A.B. (Salem), Mathematics, Education. (S)	
McDonald, Claudia Anne	Lillington, N. C.
A.B. (Duke), Education. (S)	
McDonald, Ralph Waldo	Winston-Salem, N. C.
A.B. (Hendrix), A.M. (Duke), Education. (S)	
McEwen, Noble Ralph	Irondale, Ala.
A.B. (Birmingham-Southern), Education, Political Science.	
†MacGowan, William Leroy	Jacksonville, Fla.
A.B. (Harvard), Botany. (S)	
McKinnon, Sallie Lou	Maxton, N. C.
A.B. (Randolph-Macon), English.	
McMillan, Montague	Marion, S. C.
A.B. (Limestone), A.M. (George Washington), English.	
Mabry, William Alexander	Ridgeway, N. C.
A.B., A.M. (Duke), A.M. (Harvard), History.	
Maden, William Leroy	Jonesboro, Tenn.
A.B. (Tusculum), Spanish. (S)	
Major, Charles Leslie	Stormont, Va.
A.B., A.M. (William and Mary), Education, Economics, Psychology.	
Manchester, Alan Krebs	Porto Allegre, Brazil
A.B. (Vanderbilt), A.M. (Columbia), History.	
Maness, Madison Ward	Rowland, N. C.
A.B. (Duke), Education. (S)	
Mann, John William	Cumberland, Md.
A.B. (Virginia Military Institute), English.	
Manning, John Eber	Jamesville, N. C.
B.S., M.S. (University of Arkansas), Education. (S)	
Mansfield, Mamie	Durham, N. C.
A.B. (Duke), Education, Philosophy.	

\* A.B. to be conferred June, 1930.

† Junaluska Summer School.



Marks, Ruby Genevieve	Southern Pines, N. C.
A.B. (Salem), Education, History. (S)	
Martin, Lelia Virginia	Portsmouth, Va.
A.B. (Westhampton), Education, English. (S)	
Martin, Thomas Leon	Durham, N. C.
A.B. (Duke), History, English. (S)	
Matheson, William McRae	Mt. Gilead, N. C.
A.B. (Duke), Education. (S)	
Mathews, Joseph Chesley	Jacksonville, Fla.
A.B. (Furman), A.M. (Duke), German. (S)	
*Mathews, Joseph James	Sardis, Ky.
A.B. (Duke), History, Political Science.	
*Mattox, William Reuben	Pen Hook, Va.
A.B. (Duke), Economics, Political Science.	
Maultsby, William DeVane	Council, N. C.
A.B. (Duke), Education. (S)	
Meares, Jefferson Sullivan	Raleigh, N. C.
B.S. (University of South Carolina), M.S. (North Carolina State College), Physics.	
Merritt, Eglantine	Roxboro, N. C.
A.B. (Greensboro College), French. (S)	
Metler, Alvin Velbert	Adrian, Mich.
B.S. (Adrian), Chemistry, Physics.	
Midgette, John Barker	Hillsboro, N. C.
A.B. (Duke), Education. (S)	
Miller, Paul Jones, Jr.	Meridian, Miss.
B.S. (Mississippi A. and M.), Political Science,	Economics.
Milner, Morris Edwin	Wilmington, N. C.
A.B. (University of Richmond), Education. (S)	
Montgomery, Margaret Elizabeth	Burlington, N. C.
A.B. (Duke), English, French. (S)	
Moore, John Watson	Winston-Salem, N. C.
A.B. (Davidson), Education, Economics. (S)	
Morehead, Charles Galloway	Conway, Ark.
A.B. (Hendrix), English.	
Morehead, Sara Frances	Conway, Ark.
A.B. (Galloway Woman's College), English.	
Morgan, John Wesley	Selma, N. C.
A.B. (Duke), Education. (S)	
*Morris, Esther Jane	Raleigh, N. C.
A.B. (Duke), Zoölogy.	
Morton, Catherine Serene	Currie, N. C.
A.B. (Asbury), English. (S)	
Moss, Sara Newbern	Forest City, N. C.
A.B. (Duke), Education. (S)	
Mustard, Walter Edward	Mechanicsburg, Va.
A.B. (Duke), Education, Mathematics. (S)	
Myers, Rachel Edna	Broadway, Va.
A.B. (Bridgewater), Psychology.	
Nance, Jeannette	Asheville, N. C.
A.B. (Greensboro College), French, History. (S)	
Neal, John Washington	Durham, N. C.
A.B., A.M. (Duke), Education. (S)	
Neely, Robert Russell	Pamplin, Va.
B.S. (Hampten-Sidney), French, Spanish. (S)	
Nichols, Hugh Lester	Durham, N. C.
A.B. (Duke), Religion. (S)	

\* A.B. to be conferred June, 1930.

- Nicholson, Maude L. Statesville, N. C.  
A.B. (Duke), French, History.
- Noell, Lizzie Reade Durham, N. C.  
A.B. (Duke), English.
- Noell, Margaret Jeannette Durham, N. C.  
A.B. (North Carolina College for Women), Education. (S)
- O'Keeffe, Walter Fite Fort Wayne, Ind.  
A.B. (Texas Christian), Political Science.
- Pace, Donald Metcalf Hanover, Pa.  
B.S. (Susquehanna), A.M. (Duke), Zoölogy, Botany.
- Page, Julian Bernice Belmont, N. C.  
A.B. (University of North Carolina), Education, History. (S)
- Parkhurst, A. J. Ocala, Fla.  
B.S. (John B. Stetson University), Education. (S)
- Parks, E. Taylor Mulberry, Tenn.  
A.B. (Carson-Newman), A.M. (University of Tennessee), History.
- Patterson, John Clarke Uvalde, Tex.  
A.B., A.M. (University of Texas), History.
- Peacock, Serene Hooks Fremont, N. C.  
A.B. (North Carolina College for Women), Education. (S)
- Perry, Haywood Arnold Durham, N. C.  
A.B. (Duke), Education. (S)
- Pettigrew, Richard Campbell Florence, S. C.  
A.B. (Furman), A.M. (University of North Carolina), English, Greek, Latin. (S)
- Petty, Clara Octavia Durham, N. C.  
A.B. (Duke), Education. (S)
- Plemmons, William Howard Asheville, N. C.  
A.B. (Wake Forest), History. (S)
- Pool, Bob Lem Lindale, Tex.  
A.B. (Duke), Religion, Philosophy.
- Poole, Frances Lumberton, N. C.  
A.B. (North Carolina College for Women), Mathematics. (S)
- Poole, Mae Johnson Lumberton, N. C.  
A.B. (Flora Macdonald), Education. (S)
- Powell, Gamaliel Wyatte Holmes Newman, Ga.  
B.S., M.S. (Emory), Chemistry.
- Powell, Margaret Alice Guilford College, N. C.  
A.B. (Greensboro College), French, English.
- Powell, Thomas Edward Elon College, N. C.  
A.B. (Elon), A.M. (University of North Carolina), Zoölogy.
- Power, Sara Jane Paris, Ky.  
A.B. (Duke), Education, Religion.
- Pridgen, Lorraine Isley Durham, N. C.  
A.B. (Duke), Education. (S)
- Priepke, Rudolf Julius Clarksville, Ia.  
B.S. (Elmhurst), Chemistry, Physics
- Pritchett, William Kendrick Atlanta, Ga.  
A.B. (Davidson), Greek, Latin.
- Ratchford, Benjamin Ulysses Gastonia, N. C.  
A.B. (Davidson), A.M. (Duke), Economics. (S)
- Rawles, Ferald Alston Suffolk, Va.  
A.B. (Elon), Zoölogy. (S)
- Rayner, Kenneth Tyson Wake Forest, N. C.  
A.B. (Wake Forest), A.M. (Duke), Mathematics, Education. (S)
- Rees, Edward Jeffries Oxford, N. C.  
A.B. (Asbury), B.D. (Boston), Religion.

Reeves, Ruby Edith	Volney, Va.
A.B. (Duke), French. (S)	
Reitzel, Charles Hidden	Newton, N. C.
A.B. (Lenoir-Rhyne), Education. (S)	
Riley, Eunice Williams	W. Durham, N. C.
A.B. (Duke), Education, Mathematics. (S)	
Rivera, Rodolfo Osvaldo	Barranquitas, P'to Rico
A.B. (Southwestern Louisiana Institute), A.M.	(Duke), History (S)
Roberts, Cortelyou John	Asheville, N. C.
B.S., M.S. (North Carolina State College), French. (S)	
Roberts, Margaret Charlotte	Windsor, Va.
A.B. (Elon), English.	
*Robertson, Emma Laura	Woodsdale, N. C.
A.B. (Duke), English, Philosophy.	
Robinson, Boyd B.	Maiden, N. C.
A.B. (Lenoir-Rhyne), Education. (S)	
Rodriguez-Diago, Andres	Cartagena, Colombia
A.B. (Duke), Zoölogy, History. (S)	
Root, Raymond Willard	Durham, N. C.
A.B. (Milton), A.M. (Duke), Zoölogy.	
Ross, Jennings	Wadesboro, N. C.
A.B. Greensboro College), Education. (S)	
Royall, John Edward	Mt. Pleasant, S. C.
A.B. (Charleston), Education. (S)	
Sain, Lodena	Mocksville, N. C.
A.B. (North Carolina College for Women), Education. (S)	
Sanderson, Jesse Ormond	Nashville, N. C.
A.B. (Duke), Education, Economics. (S)	
Sasser, Roxie Johnson	Durham, N. C.
A.B. (Duke), English, Education. (S)	
Sawyer, Roma Elizabeth	Durham, N. C.
A.B. (Duke), A.M. (University of Pennsylvania), Political Science, Economics.	
Saylor, John Henry	Fredericktown, Mo.
A.B. (Southern Methodist University), A.M. (Duke), Chemistry.	
Schallert, Dorothy Amarylls	Winston-Salem, N. C.
A.B., A.M. (Duke), Zoölogy, Botany.	
Scott, Lois Collins	Durham, N. C.
A.B. (Duke), Education. (S)	
Seabolt, Louise	Maxton, N. C.
A.B. (Duke), A.M. (Columbia), History.	
Seay, Hibernia	Selma, Ala.
A.B. (Randolph-Macon), French, English, History.	
Seeley, Emetta Meed	Durham, N. C.
A.B. (Connecticut College for Women), Religion, History.	
Sessoms, Louise Elizabeth	Fuquay Springs, N. C.
A.B. (Duke), Religion. (S)	
Shafer, Julia Simpson	Dobson, N. C.
A.B. (Emory and Henry), English. (S)	
Sharkey, William Kenneth	Greenwood, Ind.
A.B. (DePauw), A.M. (Brown), Economics, Psychology.	
Shaw, Thomas Jackson, Jr.	Greensboro, N. C.
A.B. (Duke), English.	
Shipp, Elsie P.	Durham, N. C.
A.B. (Meredith), French, Education. (S)	

\* A.B. to be conferred June, 1930.

Shipp, Mary Elizabeth	Durham, N. C.
A.B. (Duke), Zoölogy. (S)	
Shuford, Bessie Crocker	Gaffney, S. C.
A.B. (Limestone), Education. (S)	
Simpson, William Hays	Frederick, Md.
A.B. (Tusculum), A.M. (Duke), Political Science, History.	
Slayden, Milton	Red Oak, Tex.
A.B. (Trinity), Education. (S)	
Smith, Cecil Cline	Durham, N. C.
A.B. (University of North Carolina), Education. (S)	
Smith, Culver Haygood	Pittsburgh, Pa.
A.B. (Duke), A.M. (Yale), History.	
Smith, Hugh Preston	Wake Forest, N. C.
A.B. (Wake Forest), A.M. (Duke), Education. (S)	
Smith, Robert Sidney	Thomaston, Conn.
A.B., A.M. (Amherst), Economics, History.	
Smith, Sarah Olive	Winston-Salem, N. C.
A.B. (Guilford), Education. (S)	
Snapp, Elizabeth	Paris, Ky.
A.B. (University of Kentucky), English. (S)	
Snuggs, Henry Lawrence	Albemarle, N. C.
A.B. (Wake Forest), A.M. (Duke), English.	
Southerland, Bessie Juanita	Durham, N. C.
A.B. (Duke), English. (S)	
Sowell, John Pierce	Lancaster, S. C.
A.B. (Furman), Education. (S)	
Spikes, Lewis Everett	Rutherfordton, N. C.
A.B. (Duke), Education. (S)	
Stackhouse, Arva Eastwood	Durham, N. C.
A.B. (Franklin), A.M. (Duke), History.	
*Stalvey, James Benjamin	Tabor, N. C.
A.B. (Duke), History, Political Science.	
Starling, Mary Lee	Durham, N. C.
A.B. (Greensboro College), English, History. (S)	
Starnes, Alvin Bradley	Mineral Springs, N. C.
A.B. (Duke), Education, English. (S)	
Staton, Ennis Calvin	Mocksville, N. C.
A.B. (Wake Forest), Education. (S)	
Stephens, Hubert Wesley	Macomb, Ill.
B.S. (Illinois Wesleyan), Physics, Mathematics, Chemistry.	
Stewart, Luna Agnes	Ogden, Fla.
A.B. (Florida State College), English, History. (S)	
Stokes, Ruth Wyckliffe	Mountville, S. C.
A.B. (Winthrop), M.A. (Vanderbilt), Mathematics, Physics. (S)	
Stone, Alta Ruth	Durham, N. C.
A.B. (Duke), Education.	
Stough, Theodore Elias	Gibsonville, N. C.
A.B. (Duke), Education, Religion. (S)	
Strother, Eura Vance	Franklinton, N. C.
A.B. (Duke), Education. (S)	
Strother, Melissa Adelle	Durham, N. C.
A.B. (Duke), Latin. (S)	
Stutts, DeWitt Talmage	Erwin, N. C.
A.B., A.M. (Duke), Education. (S)	
Styron, Gertrude Mars	Davis, N. C.
A.B. (East Carolina Teachers College), Education, French. (S)	

\* A.B. to be conferred June, 1930.

- Sugden, Herbert Wilfred  
A.B. (Harvard), A.M. (Duke), English.
- Swaringen, Roy Archibald  
A.B. (Duke), Education. (S)
- Sydnor, Elmer Williams  
A.B. (Richmond), A.M. (Columbia), English.
- Taylor, Waller Littlepage, Jr.  
A.B. (Duke), Chemistry, Biology. (S)
- †Teeter, Marvin Frank  
A.B. (Duke), Botany. (S)
- Thomas, John Frederick  
A.B., A.M. (University of Michigan), Psychology.
- Thompson, Lacy Hunter  
A.B. (Asbury), Religion. (S)
- Tillery, Doris Katherine  
A.B. (Meredith), Mathematics.
- Tilley, Ernest Clarence  
A.B. (Duke), History. (S)
- Tilley, Nannie Mae  
A.B. (North Carolina College for Women), History. (S)
- †Tipton, Samuel Ridley  
A.B. (Mercer), Zoölogy, Chemistry.
- Torrey, Annie Laurin  
A.B. (Mississippi State College for Women), German. (S)
- Trentham, Ina Rankin  
A.B. (Carson-Newman), French, History.
- †Trentham, Shannon Otis  
B.S. (Carson-Newman), Botany, Zoölogy. (S)
- deTreville, Marie  
A.B. (Winthrop), Education.
- Trueblood, Paul Graham  
A.B. (Willamette), English, Philosophy.
- Turner, Dorothy Dorman  
A.B. (Greensboro College), French, Education. (S)
- Tyson, Marie Harris  
A.B. (North Carolina College for Women), Education. (S)
- Umstead, Lucy Waller  
A.B. (Duke), Education. (S)
- Underwood, Eugene Taylor  
A.B. (Butler), French, History, Psychology.
- Underwood, Paul Benjamin  
A.B. (Furman), Education. (S)
- Wall, Reid  
B.S., B.D. (Emory), Religion, Psychology.
- Walston, Rosa Lee  
A.B. (Woman's College, Alabama), M.A. (Birmingham-Southern), M.A. (Columbia), English.
- Wannamaker, Elizabeth Bates  
A.B. (Winthrop), Education, English. (S)
- Ward, Carrie Mae  
A.B. (East Carolina Teachers College), French. (S)
- Ward, Charles Eugene  
A.B. (Baker), A.M. (Duke), English.
- Ward, Claude  
B.S. (Wake Forest), Education. (S)
- Asheville, N. C.
- Oxford, N. C.
- Jefferson City, Tenn.
- Stovall, N. C.
- Mt. Pleasant, N. C.
- Detroit, Mich.
- Haw River, N. C.
- Scotland Neck, N. C.
- Durham, N. C.
- Bahama, N. C.
- Macon, Ga.
- Union Church, Miss.
- Mars Hill, N. C.
- Mars Hill, N. C.
- Walterboro, S. C.
- Roseburg, Oregon
- Elizabeth City, N. C.
- Mebane, N. C.
- Durham, N. C.
- Indianapolis, Ind.
- Greer, S. C.
- Gibsonville, N. C.
- Birmingham, Ala.
- High Point, N. C.
- Seven Springs, N. C.
- Wellsville, O.
- Elizabeth City, N. C.

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† Junaluska Summer School.

- Warren, Alice Cain  
A.B. (Winthrop), Education. (S) Charlotte, N. C.
- Warren, Marion  
A.B. (Duke), Education. (S) Durham, N. C.
- Warrick, Edward  
A.B. (University of North Carolina), Education, History. (S) Candler, N. C.
- Welch, Elizabeth  
A.B. (Greensboro College), Education, Latin. (S) Norfolk, Va.
- Westerhof, Anthony Cornelius  
A.B. (Calvin), A.M. (Duke), Psychology, Philosophy. Holland, Mich.
- Whaley, Grace Wine  
A.B. (Carson-Newman), A.M. (Duke), English. Fordtown, Tenn.
- Whaley, Otis  
B.S. (East Tennessee State Teachers College), Ed.M. (Duke), History. Fordtown, Tenn.
- Wheeler, Harold Peyton  
A.B. (Wofford), A.M. (Duke), English. (S) Durham, N. C.
- White, Joseph Benton  
A.B. (Wofford), Education. (S) Centenary, S. C.
- White, Sara Pitzer  
A.B. (Flora Macdonald), Education. (S) Mount Gilead, N. C.
- Whitman, William Tate  
A.B. (Duke), Political Science, History. (S) Boaz, Ala.
- Wiggins, Ruth Alford  
A.B. (North Carolina College for Women), Education. (S) Wilson, N. C.
- Wilkerson, Beulah Ruth  
A.B. (Duke), Education. (S) W. Durham, N. C.
- Wilkerson, Starling Dwight  
A.B. (Duke), Education, History. (S) Kenly, N. C.
- Wilkins, Margaret Moring  
A.B. (Elon), English, Education. (S) Durham, N. C.
- Williams, Bettie Neal  
A.B. (North Carolina College for Women), French, English. (S) Morehead City, N. C.
- Williams, Harold Fish  
Ph.B. (University of Wisconsin), Botany, Zoölogy. Ladysmith, Wis.
- Williams, Harvey Page  
A.B. (William and Mary), Mathematics. (S) Brookneal, Va.
- Williams, Winona  
A.B. (Greensboro College), English. (S) Mount Airy, N. C.
- Williamson, Francis Marvin  
A.B. (Duke), Education. (S) Durham, N. C.
- Wilson, Dorothy Estelle  
A.B. (Duke), Education, Zoölogy. (S) Durham, N. C.
- Wilson, Elizabeth Gladys  
A.B. (Duke), Education. (S) Durham, N. C.
- Wilson, Jessie Lillian  
B.S. (University of Tennessee), Education. Lenoir, N. C.
- †Winslow, Effie Mae  
A.B. (Earlham), Botany. (S) Greenville, N. C.
- Womack, John Gamble  
A.B. (University of Arkansas), Chemistry, Physics. Rogers, Ark.
- Woodson, Mary Eliza  
A.B. (Greensboro College), Economics, Education. (S) Lynchburg, Va.
- Woody, Robert Hilliard  
Ph.B. (Emory), A.M. (Duke), History. Louisville, Ky.
- Wynne, Lemuel Bruce  
A.B. (Duke), Education. (S) Williamston, N. C.

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† Junaluska Summer School.



Wynne, Waller, Jr.	Durham, N. C.
A.B. (University of Richmond), English. (S)	
Young, Rena Gibbons	Charlotte, N. C.
A.B. (Randolph-Macon Woman's College), History. (S)	
Zeigler, Isabelle Gibson	Louisburg, N. C.
A.M. (Ohio State University), French. (S)	
Zoeller, Carolyn Elizabeth	Tarboro, N. C.
B.S. (North Carolina College for Women), Education.	

### SCHOOL OF RELIGION STUDENTS

#### SENIOR CLASS

Acey, Archie Everette	Chatham, Va.
A.B., Randolph-Macon College, 1927.	
Barclift, Chancie DeShield	Durant's Neck, N. C.
A.B., Duke University, 1927.	
Branton, Razzie Ray	Hathorn, Miss.
A.B., Millsaps College, 1927.	
Caudill, Russell Horton	Durham, N. C.
A.B., Duke University, 1927.	
Crutchfield, Henry Ervin	Henderson, N. C.
A.B., Elon College, 1926.	
Cunningham, Marcus Earl	Fayetteville, Ark.
A.B., University of Arkansas, 1927.	
A.M., Duke University, 1929.	
Davis, Harvey Laudis	Durham, N. C.
A.B., Duke University, 1921.	
Dawson, Robert Grady	Greensboro, N. C.
A.B., Duke University, 1927.	
Edwards, Earl Bowling	Durham, N. C.
A.B., Duke University, 1928.	
Funk, Sherwood William	Charleston, W. Va.
A.B., Morris Harvey College, 1925.	
Gist, Joseph Andrew	Winnsboro, Tex.
A.B., East Central State Teachers College, 1927.	
Green, Charles Sylvester	Durham, N. C.
A.B., Wake Forest College, 1922.	
A.M., Duke University, 1924.	
Guice, John Asa	Conway, Ark.
A.B., Hendrix College, 1927.	
Holler, Adlai Cornwell	Rock Hill, S. C.
A.B., Wofford College, 1921.	
LL.B., University of South Carolina, 1925.	
House, Robert Lee	Franklinton, N. C.
A.B., Duke University, 1928.	
Johnson, Hugh Hanna	Zuni, Va.
A.B., The College of William and Mary, 1924.	
Jones, Alvin Adelbert	Bemus Point, N. Y.
A.B., Allegheny College, 1927.	
Keever, Homer Maxwell	Lewisville, N. C.
A.B., Duke University, 1923.	
Lawrence, Marquis Wood	New Bern, N. C.
A.B., Duke University, 1925.	

McCastlain, Morris Sheppard	Holly Grove, Ark.
Ph.B., Emory University, 1927.	
McLarty, James Brown	Charlotte, N. C.
A.B., Duke University, 1927.	
Nelson, Fletcher	Helena, Ark.
A.B., Hendrix College, 1927.	
Rainey, Lawyer James	Durham, N. C.
A.B., Duke University, 1926.	
Rowe, Doyle Thomas	Liberty, N. C.
A.B., University of Arkansas, 1927.	
Russell, Leon	West Helena, Ark.
A.B., Hendrix College, 1927.	
Shell, William Frank	Rosston, Ark.
A.B., Hendrix College, 1926.	
Terrell, James Milas	Durham, N. C.
A.B., Emory and Henry College, 1894.	
B.D., Vanderbilt University, 1897.	
Thompson, Lacy Hunter	Haw River, N. C.
A.B., Asbury College, 1927.	
Thornburg, J. Lewis	Durham, N. C.
A.B., Lenoir-Rhyne College, 1920.	
Waggoner, Albert Crews	Walkertown, N. C.
A.B., Duke University, 1927.	
Whitford, William Edward	Vanceboro, N. C.
A.B., Duke University, 1927.	
Womack, Carlos Poynor	Rogers, Ark.
A.B., University of Arkansas, 1927.	

## MIDDLE CLASS

Allen, Robert James	Greeleyville, S. C.
B.S., Citadel, 1925.	
Ashley, George Norman	Edenton, N. C.
A.B., Wake Forest College, 1928.	
*Averitt, Vernon Geddie	Groveland, Fla.
A.B., Southern College, 1930	
Baker, Cecil Alexander	Jackson, Tenn.
A.B., Lambuth College, 1928.	
Barnhart, Frank Melton	Crimora, Va.
A.B., Emory and Henry College, 1926.	
Bowles, Charles Phillips	Guilford College, N. C.
A.B., Duke University, 1928.	
Brown, Adrian Ernul	Bynum, N. C.
A.B., Duke University, 1916.	
Brown, Robert Edgar	Durham, N. C.
A.B., Southwestern University, 1920.	
Bruton, Robert Bradley	Candor, N. C.
A.B., Duke University, 1929.	
Carroll, James Elwood	Reidsville, N. C.
A.B., High Point College, 1928.	
Chalfant, Vernon Elmer	Augusta, Ark.
A.B., Millsaps College, 1926.	
Clark, Helen Dearmin	High Point, N. C.
A.B., Randolph-Macon Woman's College, 1928.	
Clegg, William Lemuel	Garner, N. C.
A.B., Duke University, 1924.	

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\* The degree of Bachelor of Arts will be conferred in June, 1930.

Coleman, Thomas Rupert	Durham, N. C.
A.B., Duke University, 1928.	
Cutter, Walter Airey	Baltimore, Md.
A.B., Central College, 1928.	
Grigg, Womble Quoy	Lawndale, N. C.
A.B., Duke University, 1923.	
Harris, Loy Vernon	Elon College, N. C.
A.B., Duke University, 1924.	
Highfill, Thomas Guthrie	Donnoha, N. C.
A.B., Moravian College, 1928.	
Hunt, Dwight R.	Vinita, Okla.
A.B., Southeastern State Teachers College, 1928.	
Jordan, Frank Booe	Salisbury, N. C.
A.B., Duke University, 1927.	
Kale, William Arthur	West Asheville, N. C.
A.B., Duke University, 1925.	
Kincheloe, Marvin Smith	Church Hill, Tenn.
A.B., Emory and Henry College, 1925.	
Knight, John Vincent	Durham, N. C.
A.B., Elon College, 1915.	
Mayo, Louis Allen	Durham, N. C.
A.B., Duke University, 1928.	
Minga, Taylor Herbert	Nettleton, Miss.
A.B., Birmingham-Southern College, 1928.	
Murphy, Hugh Edwin	Durham, N. C.
A.B., George Washington University, 1928.	
O'Kelly, Walter Vernon	Abilene, Tex.
A.B., McMurry College, 1926.	
Rowland, John Lester	Harrison, Ark.
A.B., Hendrix College, 1926.	
Sessoms, Louise Elizabeth	Fuquay Springs, N. C.
A.B., Duke University, 1926.	
Shuller, Edgar Ralph	Ozark, Ark.
A.B., Hendrix College, 1925.	
Shumaker, Ralph Baxter	Salisbury, N. C.
A.B., Duke University, 1928.	
Tilley, Lester Archie	Hurdle Mills, N. C.
A.B., Duke University, 1929.	
Walton, Aubrey Grey	Helena, Ark.
A.B., Hendrix College, 1928.	
Wilkinson, Jesse Giles	Sherrill's Ford, N. C.
A.B., Duke University, 1927.	
Yountz, James Ernest	Southmont, N. C.
A.B., Duke University, 1929.	

## JUNIOR CLASS

*Andrews, Chester James	Fairmont, N. C.
A.B., Duke University, 1930.	
Atkinson, Samuel Marvin	Mullins, S. C.
A.B., Wofford College, 1929.	
Austin, Hugh Stewart	Orlando, Fla.
A.B., University of Florida, 1929.	
Barbee, Carl Webster	Seven Springs, N. C.
B.S., Wake Forest College, 1927.	
Barnwell, Roy James	Hendersonville, N. C.
A.B., Duke University, 1929.	
Barringer, Emma Blanche	Norwood, N. C.
A.B., Duke University, 1922.	

- \*Boone, Daniel Clifton  
A.B., Elon College, 1930.
- Braxton, Jabus Walter  
A.B., High Point College, 1929.
- Brown, Cansau Delane  
A.B., Duke University, 1929.
- Carper, John Howard  
A.B., Duke University, 1929.
- Carruth, John Robert  
A.B., Emory and Henry College, 1929.
- Clay, Charles Wesley  
A.B., Duke University, 1929.
- Cooke, Paul  
A.B., Birmingham-Southern College, 1926.
- Council, Raymond Ward  
A.B., Lambuth College, 1929.
- Dimmette, Joel Walter  
A.B., Duke University, 1928.
- Edens, Lacy Thomas  
A.B., Duke University, 1924.
- Edwards, Moir Williamson  
A.B., Duke University, 1929.
- Erwin, McKinley Gladstone  
A.B., Duke University, 1923.
- Fields, Paul Henry  
A.B., Duke University, 1927.
- George, LeRoy Brunson  
A.B., Wofford College, 1929.
- Greenwood, Lawrence Henry  
A.B., Emory and Henry College, 1929.
- Grisham, Roy Arnold  
A.B., Millsaps College, 1928.
- Harbin, Andrew Vandiver, Jr.  
A.B., Wofford College, 1929.
- Hardin, Harvey McConnell  
A.B., Southern College, 1929.
- \*Hathaway, Offie Lemuel  
A.B., Duke University, 1930.
- Hillman, Carden Adams  
A.B., Emory and Henry College, 1924.
- Hood, George Franklin  
A.B., Duke University, 1928.
- Hunt, Ruth Eberly  
A.B., Southeastern State Teachers College, 1929.
- Larkin, Leon Crawford  
A.B., Duke University, 1917.
- Nalls, Frank Russell, Jr.  
A.B., Mercer University, 1923.
- Pegg, Jabez Paul  
A.B., University of North Carolina, 1926.
- Rainey, Irene Hurst  
A.B., Duke University, 1926.
- Sanford, Marshall Stanfield  
A.B., Lambuth College, 1929.
- Shankle, Byron  
A.B., Duke University, 1923.
- Suffolk, Va.
- Snow Camp, N. C.
- Traphill, N. C.
- Rowland, N. C.
- El Paso, Tex.
- Winston-Salem, N. C.
- Cullman, Ala.
- Union City, Tenn.
- Graham, N. C.
- Durham, N. C.
- Guilford College, N. C.
- Cedar Falls, N. C.
- Raleigh, N. C.
- Independence, La.
- Roanoke, Va.
- Wheeler, Miss.
- Mullins, S. C.
- Lakeland, Fla.
- Middlesex, N. C.
- Bristol, Tenn.
- Vale, N. C.
- Farris, Okla.
- Durham, N. C.
- Monroe, N. C.
- Stokesdale, N. C.
- Durham, N. C.
- Elbridge, Tenn.
- Durham, N. C.

\* The degree of Bachelor of Arts will be conferred in June, 1930.

Sharp, Eron Malcolm	Vernon, Tex.
A.B., Millsaps College, 1927.	
Sharpe, Ralph McDuffie	Gilbert, S. C.
A.B., Wofford College, 1927.	
Singleton, George Harbin, Jr.	Birmingham, Ala.
A.B., Birmingham-Southern College, 1929.	
Stafford, George Reid	Abingdon, Va.
A.B., Emory and Henry College, 1925.	
Thompson, Arnold Chester	Hillsboro, N. C.
A.B., Taylor University, 1924.	
*Varner, Robert Milton	Thomasville, N. C.
A.B., Duke University, 1930.	
Williams, Atticus Morris	Erwin, N. C.
B.S., North Carolina State College, 1921.	
Williamowsky, Chaim	Durham, N. C.
A.B., Jewish Rabbinical Seminary.	
Williams, Benjamin Truman	Ozark, Ark.
A.B., Hendrix College, 1928.	
Wilson, Raymond	Kerrville, Tenn.
A.B., Lambuth College, 1929.	
Wolverton, Wallace Irving	Bristow, Okla.
A.B., Park College, 1926.	

## JUNALUSKA SCHOOL OF RELIGION

Alexander, William Marvin	Fayette, Mo.
A.B., Central College, 1906.	
Deans, Nettie Allen	Charlotte, N. C.
A.B., North Carolina College for Women, 1895.	
Edens, Lacy Thomas	Waynesville, N. C.
A.B., Duke University, 1924.	
Edwards, Earl Bowling	Durham, N. C.
A.B., Duke University, 1928.	
Edwards, James Smiley	Greenville, S. C.
A.B., Wofford College, 1917.	
Ferguson, Mary P.	Nashville, Tenn.
Giles, William Howard	New Orleans, La.
A.B., Wofford College, 1917.	
B.D., Emory University, 1918.	
Gist, Joseph Andrew	Stem, N. C.
A.B., East Central State Teachers College, 1927.	
Henry, Freddie Elizabeth	Nashville, Tenn.
A.B., Columbia College, 1922.	
M.A., Northwestern University, 1925.	
Holler, Martha Miller	Rock Hill, S. C.
A.B., Winthrop College, 1926.	
Jenkins, Theodore Roosevelt	Durham, N. C.
A.B., Duke University, 1927.	
Kale, William Arthur	West Asheville, N. C.
A.B., Duke University, 1929.	
Kent, Juanita Ray	Waxahachie, Tex.
Kilgore, J. B.	Pickens, S. C.
A.B., Newberry College, 1900.	
Kincheloe, Marvin Smith	Farmer, N. C.
A.B., Emory and Henry College, 1925.	
Kirk, Edward Love	High Point, N. C.
A.B., Emory and Henry College.	

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\* The degree of Bachelor of Arts will be conferred in June, 1930.

- Lander, Carrie Parchen  
A.B., Lander College, 1908.
- Lewis, Frank Eugene  
A.B., Bethel College, 1883.  
A.M., Bethel College, 1887.
- Liddell, Lola Elizabeth  
A.B., Wesleyan College, 1915.
- Mann, Sue Belle  
A.B., Texas Woman's College, 1922.  
A.M., Southern Methodist University, 1925.
- McDonald, Elizabeth Jane  
A.B., University of South Carolina, 1908.  
A.M., University of South Carolina, 1926.
- McRae, Fay  
A.B., Galloway College, 1901.
- Neill, Eleanor Byers  
A.B., Galloway College, 1897.  
B.S., George Peabody College, 1916.  
A.M., George Peabody College, 1920.
- Nesbitt, Charles Franklin  
A.B., Wofford College, 1922.  
B.D., Emory University, 1926.
- Nevitt, Robert Kern  
Randolph-Macon College.
- Patten, Walter  
A.B., Wesleyan University, 1907.  
A.M., University of North Carolina, 1916.
- Powell, Paul Shell  
A.B., Vanderbilt University, 1910.  
A.M., Vanderbilt University, 1913.  
B.D., Vanderbilt University, 1913.
- Rhinehart, David Horace
- Rice, Percy Gordon  
A.B., Birmingham-Southern College, 1925.
- Sanford, Glenn F.  
A.B., Hendrix College, 1924.
- Seissinger, Valdora Joyce  
A.B., Lambuth College, 1927.
- Sigmon, Paul C.  
A.B., Lenoir-Rhyne College, 1918.  
A.M., University of South Carolina, 1921.  
B.D., Lutheran Southern Seminary, 1921.
- Spratt, Barnett  
Winthrop College.
- Van Hooser, Ruby Merritt  
A.B., Athens College, 1913.
- Winn, Annie Maria  
A.B., Wesleyan College, 1891.
- Wolverton, Wallace Irving  
A.B., Park College, 1926.
- Pelzer, S. C.  
Louisville, Ky.
- Atlanta, Ga.
- Handley, Tex.
- Columbia, S. C.
- Little Rock, Ark.
- Batesville, Ark.
- Jackson, Miss.
- Washington, D. C.
- New Bern, N. C.
- Hopkinsville, Ky.
- Cliffside, N. C.
- Albertville, Ala.
- Conway, Ark.
- Memphis, Tenn.
- Granite Falls, N. C.
- Chester, S. C.
- Orlando, Fla.
- Savannah, Ga.
- Bristow, Okla.



## SCHOOL OF LAW STUDENTS

## FIRST YEAR

Alexander, Ernest Raymond  
 Candler, Coke  
 Caruthers, Joseph Tinnie, Jr.  
 Edwards, Mark  
 Hannah, Hamnah, Jr.  
 Horton, James Everett  
 Johnson, Robert Wade  
 Johnston, Robert Multon  
 Minneci, Ernest  
 Nicks, Samuel Freeman  
 Reynolds, Horace Taylor  
 Robbins, Henry Haywood, Jr.  
 Sanders, George Washington  
 Scott, Clifford G.  
 Simon, William Alexander  
 Swanson, Paul  
 Swift, Charles David

Goldston, N. C.  
 Candler, N. C.  
 Greensboro, N. C.  
 Asheville, N. C.  
 Rocky Mount, N. C.  
 Durham, N. C.  
 Apex, N. C.  
 Farmville, N. C.  
 Pittsburgh, Pa.  
 Hillsboro, N. C.  
 Malone, N. Y.  
 Granite Falls, N. C.  
 Tampa, Fla.  
 Durham, N. C.  
 Wilmington, N. C.  
 Lexington, N. C.  
 Greensboro, N. C.

## SECOND YEAR

Billings, Robert Bruce  
 Borland, A. H.  
 Burton, Clarence Vernon, Jr.  
 Colonna, Shep W.  
 Conner, Emmett Lewis  
 Crowson, M. C., Jr.  
 Davis, Lee F.  
 Erwin, Paul R.  
 Hester, Hanselle L.  
 Johnston, Walter E., Jr.  
 King, Jennings G.  
 McDougale, H. I.  
 Newton, N. B.  
 Pearson, R. R.  
 Saint Amand, Claude Emile, Jr.  
 Scurry, Claude S.  
 Stoner, Paul Glenn  
 Wyche, Brooks Parham

Durham, N. C.  
 Durham, N. C.  
 Norfolk, Va.  
 Charlottesville, Virginia  
 Johnson City, Tenn.  
 Durham, N. C.  
 Waynesville, N. C.  
 Charlotte, N. C.  
 Winston-Salem, N. C.  
 Winston-Salem, N. C.  
 Laurinburg, N. C.  
 Durham, N. C.  
 Greenville, S. C.  
 Rocky Mount, N. C.  
 Wilmington, N. C.  
 Hendersonville, N. C.  
 Southmont, N. C.  
 Dabney, N. C.

## THIRD YEAR

Butler, Lester Clagett  
 Chappell, Louis Vernon  
 Finch, William Atlas, Jr.

Durham, N. C.  
 Elizabeth City, N. C.  
 Wilson, N. C.

Garriss, Garland Smith  
 Gatling, William Illingworth  
 Jones, Vernie Okle  
 Guthrie, Mercer Wall  
 Nail, Lonnie Emerson  
 Norris, Jesse Allen  
 Sanders, Emerson Thompson  
 Sink, John Moyer, Jr.  
 Strickland, Hector Paul  
 Troy, John Clark  
 Wallace, John Whitlock  
 Wilson, Max Clyde

Margarettsville, N. C.  
 Norfolk, Va.  
 Weaverville, N. C.  
 Durham, N. C.  
 Winston-Salem, N. C.  
 Fort Pierce, Fla.  
 New Iberia, La.  
 Greensboro, N. C.  
 Dunn, N. C.  
 Durham, N. C.  
 Statesville, N. C.  
 Charlotte, N. C.

## STUDENTS IN TRINITY COLLEGE

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### SENIOR CLASS

Abbott, Charles Francis  
 Allen, Thomas Ellis  
 Allison, Clyde  
 Altvater, Frederick Vernon  
 Anderson, Lacy Waverly  
 Andrews, Chester James  
 Andrews, Robert Skeen  
 Arons, Edward Maurice  
 \*Ashworth, Rufus Charles  
 Barker, Thomas Ralph  
 \*Barnette, Texie Elizabeth  
 \*Barnwell, Myrtle Carpenter  
 Baughman, Burr Hastings  
 Beall, Edward Leyburn  
 Beall, Martin Grogan  
 Bell, Florence Evelyn  
 Bennett, Margaret Virginia  
 Best, Farquhard Smith  
 \*Biggs, Charles Grayson  
 Biggs, William Campbell  
 Blalock, Claiborne Cheatham  
 Book, Abraham Benjamin  
 Booth, William Robert  
 \*Boothe, Elther Louise  
 Brawley, Jeter Burkett  
 Bridgers, Arthur Dooley  
 Brintle, Joe Howard  
 Brock, Theron Burdick  
 Budd, William Pritchett

Hingham, Mass.  
 Durham, N. C.  
 Yanceyville, N. C.  
 Denver, Colo.  
 Halifax, Va.  
 Fairmont, N. C.  
 Mount Gilead, N. C.  
 New York, N. Y.  
 Winter Park, Fla.  
 Spencer, N. C.  
 Woodsdale, N. C.  
 Durham, N. C.  
 Hendersonville, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Rocky Mount, N. C.  
 Blackstone, Va.  
 Dunn, N. C.  
 Lillington, N. C.  
 Wilmington, N. C.  
 Durham, N. C.  
 Asheville, N. C.  
 Pollocksville, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Raleigh, N. C.  
 White Plains, N. C.  
 Bunnlevel, N. C.  
 Dothan, Alabama

- Burch, Donald Harden  
 Campbell, Marshall Albright  
 Carlton, Elizabeth  
 \*Carpenter, Edna Widenhouse  
 Caudle, James N.  
 Cheek, Vernon Roy  
 Cline, Mack Ivey  
 Clutz, Garland William  
 Colvard, Frances Virginia  
 \*Conley, Mabel Claire  
 Connally, Julian Underwood  
 Copeland, Bessie Olivia  
 Cotton, Albert Henry  
 Councilor, Harry Alan  
 Cousins, Reba Thurston  
 Cox, Phoebe Louisa  
 Currin, Frances Lelia  
 Davis, Mrs. Harvey Landis  
 Dean, Dayton Robert  
 Dowd, Rozzelle Edward  
 Downing, Lena Brooks  
 Dry, Verne Ritchie  
 Dunn, Osborne Eugene  
 Dunn, William Lamar, Jr.  
 Edwards, Montgomery Roger  
 Elias, Edna Kilgo  
 Eure, Hilliard Manley, Jr.  
 Evans, James Fred  
 \*Exum, Jamie Herring  
 Farmer, William Dempsey  
 Farriss, Carter Wood  
 Felmet, Lucian Holt  
 Fortescue, William Nicholas  
 Foushee, Frances Leake  
 Fowler, Horace Ware  
 Frick, Harvey Lee  
 Fussell, Elizabeth  
 Garrard, Hubert Lee  
 \*Gibbons, John Partridge  
 Gibson, Martha  
 Godfrey, O. C.  
 Goode, Hal Kelly  
 Grimes, Hal Alma  
 Groce, William Harold  
 Groome, Wilbur  
 Gunnin, Carroll Edgar  
 \*Haddock, Lucille Bell  
 Hales, John Donivon, Jr.  
 \*Hampton, Patsy Catherine  
 Durham, N. C.  
 Greensboro, N. C.  
 Durham, N. C.  
 Cedar Falls, N. C.  
 Greensboro, N. C.  
 Durham, N. C.  
 Gold Hill, N. C.  
 Baltimore, Maryland  
 North Wilkesboro, N. C.  
 Lenoir, N. C.  
 Leasburg, N. C.  
 Windsor, N. C.  
 Durham, N. C.  
 Washington, D. C.  
 Durham, N. C.  
 Winston-Salem, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Mount Airy, N. C.  
 Dunn, N. C.  
 Durham, N. C.  
 Richfield, N. C.  
 Clinton, N. C.  
 Pinetops, N. C.  
 Rutherfordton, N. C.  
 Charlotte, N. C.  
 Lenoir, N. C.  
 Greer, S. C.  
 Snow Hill, N. C.  
 Bailey, N. C.  
 High Point, N. C.  
 Asheville, N. C.  
 Scranton, N. C.  
 Durham, N. C.  
 Monroe, N. C.  
 Gold Hill, N. C.  
 Stedman, N. C.  
 Durham, N. C.  
 Hamlet, N. C.  
 Laurinburg, N. C.  
 Spencer, N. C.  
 Rutherfordton Col., N. C.  
 Lexington, N. C.  
 Salisbury, N. C.  
 Greensboro, N. C.  
 Gastonia, N. C.  
 Durham, N. C.  
 Pikeville, N. C.  
 Durham, N. C.

- Hampton, William Beans  
 Hancock, Evelyn Margaret  
 Hanes, John Chisman  
 Harbison, Annie Christal  
 Harris, James Wesley  
 Harrison, Evelyn Jennings  
 Hathaway, Offie Lemuel  
 \*Hatley, Raymond Caldwell  
 Hauss, William Cecil  
 Haynes, Sheldon Elias  
 Hepler, Joseph Madison  
 Herring, Marvin Joe  
 Hill, Thomas Spencer  
 Hix, Mary Elizabeth  
 Hobgood, Virginia Lucille  
 Holt, Gladys  
 \*Holt, Isaac Terry  
 Hooker, Charles Wright  
 Horton, Daniel Webster  
 \*Hostettler, Lynn Williamson  
 Howie, Henry Gilmer  
 Howland, William Franklin, Jr.  
 Huffman, Norman Ara  
 Hughes, Arthur Jefferson, Jr.  
 \*Hughes, Mary Sue  
 \*Hull, Oscar Coleman  
 Huneycutt, Frances Ruth  
 Jennette, Dorothy Walland  
 Jennings, William Henry  
 \*Johnson, Delacy Thomas  
 Johnson, Hazel  
 Johnson, John Walter  
 Judd, Violette Catherine  
 Kever, Nancy Catherine  
 \*Kent, Alfred Abram, Jr.  
 King, George Benjamin, Jr.  
 Kistler, Henry Evans  
 Kramer, Joseph Perry  
 Lake, Charles Elmer, Jr.  
 Lanier, Walter Lee  
 Lassiter, William Carroll  
 Lavinder, Peggy  
 Laws, Rose  
 Leach, John S.  
 LeGette, Melva Iris  
 Leggett, Julia  
 Lemons, Ervin A.  
 Lewis, William Urban  
 Lewis, William Whitfield  
 Durham, N. C.  
 Wilmington, N. C.  
 Pine Hall, N. C.  
 Glen Alpine, N. C.  
 Durham, N. C.  
 Williamston, N. C.  
 Middlesex, N. C.  
 Oakboro, N. C.  
 Lincolnton, N. C.  
 W. Sulphur Sp'gs., W. Va.  
 Kernersville, N. C.  
 Mount Olive, N. C.  
 Newport, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Duke, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Barium Springs, N. C.  
 Charlotte, N. C.  
 Henderson, N. C.  
 Asheville, N. C.  
 Fountain Inn, S. C.  
 Durham, N. C.  
 Roxboro, N. C.  
 Denver, N. C.  
 Norlina, N. C.  
 Rocky Mount, N. C.  
 Thomasville, N. C.  
 Ingold, N. C.  
 Greenville, S. C.  
 Varina, N. C.  
 Lewisville, N. C.  
 Lenoir, N. C.  
 South Boston, Va.  
 Charlotte, N. C.  
 Elizabeth City, N. C.  
 Mount Vernon, Ohio  
 Norwood, N. C.  
 Smithfield, N. C.  
 Abingdon, Va.  
 Moravian Falls, N. C.  
 Washington, N. C.  
 Latta, S. C.  
 Durham, N. C.  
 Reidsville, N. C.  
 Durham, N. C.  
 Edenton, N. C.

- Lippard, Homer Luther  
 Long, John Henry  
 Long, Hortense Duncan  
 Lucas, John Paul  
 Luquire, Claude Rufus  
 MacFadyen, Elizabeth Ann  
 \*Matthews, Joseph James  
 McCaslin, Blackard  
 McCracken, Frank Webb, Jr.  
 McCracken, Maude  
 McCurdy, Harold Grier  
 McDonald, Florence Isobel  
 McGary, Nelson George  
 McKay, Patsy Goldstone  
 Markham, Katherine  
 Martin, Bessie Mary  
 Martin, Ruth Elizabeth  
 Mason, Frances Letitia  
 Mattox, Alvah Stone  
 Mattox, William Reuben  
 Max, Charles  
 Miller, Hugh Hampton  
 Miller, Mabel Watson  
 Mintz, Maxwell A.  
 Mitchell, Ernest E.  
 Montgomery, Elizabeth  
 Moore, Margaret Meldonia  
 Moore, Vertie Norfleet  
 Morgan, Katherine  
 Morris, Esther Jane  
 Murray, Webb Alton  
 Needham, Eugene Warren  
 O'Keef, Herbert Edward, Jr.  
 Peeler, Melvin Ambrose  
 Peoples, Marjorie Dee  
 Perkins, Raymond Keller  
 \*Phillips, Katherine  
 Pickett, William Clifton, Jr.  
 \*Pierce, William Alexander, Jr.  
 Pitts, Ralph  
 Plyler, Epie Duncan  
 Plyler, Marion Timothy, Jr.  
 Pool, Bob Lem  
 Pool, Edith Irene Dement  
 \*Porter, Charles Walter  
 Presson, Irene  
 Price, Paul  
 \*Ragan, Doris Lee  
 Rawlings, Selby Moore  
 Barium Springs, N. C.  
 Unionville, N. C.  
 Durham, N. C.  
 Charlotte, N. C.  
 Durham, N. C.  
 Concord, N. C.  
 Milton, Ky.  
 La Grange, Tenn.  
 Sanford, N. C.  
 Durham, N. C.  
 Salisbury, N. C.  
 Lillington, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Beaumont, Texas  
 Richmond, Va.  
 Durham, N. C.  
 Glade Hill, Va.  
 Pen Hook, Va.  
 Newark, N. J.  
 Winston-Salem, N. C.  
 Wytheville, Va.  
 New York, N. Y.  
 Willard, N. C.  
 Wilmington, N. C.  
 Forest City, N. C.  
 Roxboro, N. C.  
 Hillsboro, N. C.  
 Raleigh, N. C.  
 Maiden, N. C.  
 Pfafftown, N. C.  
 Wilmington, N. C.  
 Washington, N. C.  
 Blue Ridge, N. C.  
 Springfield, Mass.  
 Durham, N. C.  
 Lexington, N. C.  
 Weldon, N. C.  
 Glen Alpine, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Lindale, Texas  
 Lindale, Texas  
 Asheville, N. C.  
 Monroe, N. C.  
 Marietta, N. C.  
 Durham, N. C.  
 North Emporia, Va.

\*Reade, Helen  
 Reams, James Monroe, Jr.  
 Reynolds, Rufus Wiley  
 Robbins, Paul Nelson  
 Roberts, Frank C.  
 Robertson, Emma Laura  
 Robertson, Samuel Berry  
 Rodwell, Mary Frances  
 Rousseau, William H.  
 Rowe, James Burnett  
 Royster, Mary Elizabeth  
 \*Ruark, Henry Gibbons  
 Rubinstein, Nathan  
 Ruddick, Ronald Clarence  
 Sadler, Alton Guy  
 Safrit, Robert W.  
 Savage, Joe  
 \*Seagroves, Lucy Ann  
 Separk, Joseph Gray  
 Shankle, Herbert Lazelle  
 Shaw, John Sidney  
 Shinn, Fred Harris  
 Shull, Horatio Sherard  
 Simpson, Ola Virginia  
 Sloan, Virginia Westbrook  
 Smith, Charles Moody  
 Smith, Kathleen O.  
 \*Smith, Margaret Edith  
 Smith, Mary Alyse  
 \*Smith, Paul Wesley  
 Snidow, James Flynn  
 Spence, Mary Elizabeth  
 Spivey, Nelle  
 Stalvey, James Benjamin  
 Stanley, James Savage, Jr.  
 Stearns, Richard Hopkins  
 Stearns, Thomas Suddard  
 Strickland, Gladys  
 Suther, Irene  
 Swaringen, Johnson Harold  
 Thompson, Lucie Elizabeth  
 Thorne, Robert Patterson  
 Thorpe, David Hudnutt  
 Thrift, Charles Tinsley, Jr.  
 Tilley, Mary Pauline  
 Tsuda, Minoru  
 \*Tyson, Thomas David  
 \*Umberger, Anita  
 Umstead, Annie Piper

Durham, N. C.  
 Kingsport, Tenn.  
 Leaman, N. C.  
 Siler City, N. C.  
 Buffalo, N. Y.  
 Woodsdale, N. C.  
 Greenville, S. C.  
 Warrenton, N. C.  
 Orangeburg, S. C.  
 Charlotte, N. C.  
 Bessemer City, N. C.  
 Raleigh, N. C.  
 New York, N. Y.  
 Ardmore, Pa.  
 Rocky Mount, N. C.  
 Mount Gilead, N. C.  
 Rocky Mount, N. C.  
 Durham, N. C.  
 Gastonia, N. C.  
 Mount Gilead, N. C.  
 Orlando, Fla.  
 Concord, N. C.  
 Easton, Pa.  
 Durham, N. C.  
 Wallace, N. C.  
 Charlotte, N. C.  
 Concord, N. C.  
 Charlotte, N. C.  
 Burlington, N. C.  
 Charlotte, N. C.  
 Princeton, W. Va.  
 Goldsboro, N. C.  
 Hertford, N. C.  
 Tabor, N. C.  
 Asheville, N. C.  
 Maywood, Ill.  
 Maywood, Ill.  
 Durham, N. C.  
 Concord, N. C.  
 Cornelius, N. C.  
 Creedmoor, N. C.  
 Littleton, N. C.  
 Haverford, Pa.  
 Moyock, N. C.  
 Durham, N. C.  
 Hawaii  
 Mebane, N. C.  
 Concord, N. C.  
 Durham, N. C.



Underwood, Verna Mary	Mount Holly, N. C.
*Upchurch, Inez Page	Durham, N. C.
Vale, Charles E.	Hillsboro, N. C.
Varner, Robert Milton	Concord, N. C.
Vaughn, Leo Bernard, Jr.	Boone, N. C.
Vaughan, William T.	Virgilina, N. C.
Ward, Thomas William	Coleridge, N. C.
Washam, Conrad Cline	Davidson, N. C.
Weatherspoon, Everett Broadus	Durham, N. C.
Webster, James Harden	Stokesdale, N. C.
Weingarten, Harold Charles	Brooklyn, N. Y.
Werber, William Murray	Berwyn, Md.
*White, William Alexander	Paterson, N. J.
Widenhouse, Arthur Lee	Concord, N. C.
Williams, Calvin U.	Jackson, N. C.
*Williams, James Wesley	Charlotte, N. C.
Wingate, William James, Jr.	Lincolnton, N. C.
*Womble, Susan	Raleigh, N. C.
Wright, Esther Sayre	Durham, N. C.
Wyche, Alma Virginia	Weldon, N. C.
Yamanishi, Kimiko	Japan
Yandle, Ray A.	Indian Trail, N. C.

## JUNIOR CLASS

Alexander, William Edgar	Durham, N. C.
Alexander, Willie Pearl	Vass, N. C.
Almond, John Willis	Albemarle, N. C.
Anders, Fred William	Gastonia, N. C.
Anderson, Ernest Coleman	Lenoir, N. C.
Andrews, Henry Lucian	Mount Gilead, N. C.
Armfield, Joseph H., Jr.	Greensboro, N. C.
Arnold, Wayne Sylvester	Greensboro, N. C.
Barden, Walter James, Jr.	Durham, N. C.
Barnhardt, Zeb Glenn	Oakboro, N. C.
Barnette, Henry Vance	Roxboro, N. C.
Bartlette, Verne Edwin	Weaverville, N. C.
Battle, Margaret	Raleigh, N. C.
Belue, Jean Sheldon	Blacksburg, S. C.
Bisson, Richard J.	Springfield, Mass.
Boddie, Margaret Webb	Durham, N. C.
Bone, Theron Arthur	Rocky Mount, N. C.
Booth, Roy Murphy	Pollocksville, N. C.
Bowman, Clarice Margaret	Mount Airy, N. C.
Bradsher, Mary Elizabeth	Petersburg, Va.
Bretholl, Carl Frederic	Pores Knob, N. C.
Brian, Earl Wintrey	Asheville, N. C.

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\* Completed the requirements for graduation in summer school.

- Bridgers, Frank Ernst, Jr.  
Brinkley, Francis Henderson  
Brown, Charlie Glenn  
Brown, Mary Geneva  
Bruton, Arthur B.  
Bryant, George Raney  
Buie, Samuel Marvin, Jr.  
Burch, George Coleman  
Burch, Vella Jane  
Burchette, Lucy Dobbins  
Cain, Gladys Idelle  
Caldwell, Elizabeth Miller  
Carpenter, Adolphus Wesley  
Carpenter, Donald S.  
Carpenter, Elsie Lee  
Carter, Margaret Louise  
Caviness, Radcliffe Lewis  
Clark, Sara Elizabeth  
Clippard, J. Dwight  
Coble, James  
Cochrane, Robert Bingham  
Colclough, Madge Hazel  
Cole, Lee W.  
Coleman, Margaret Louise  
Cottrell, Joseph  
Cozart, Jaxie  
Crews, Charlotte Edwina  
Crouch, C. Conrad  
Crute, John Manson Webb  
Cunningham, Bertha  
Dailey, Florence Roney  
Dailey, John C.  
Daniel, Mary Elizabeth  
Deiso, Alfred J.  
Dickerson, Robert Turpin  
Dominick, Hal M.  
Downing, John C.  
Eatmon, Ida Pearl  
Ehringhaus, Erskine Edgerton  
Elmer, Charles Robert  
Emerson, Charles Edward, Jr.  
English, Hettie  
Ewing, Emma Louise  
Fair, Charles Lamar  
Farabee, Lawrence Burt  
Farley, Roland  
Farr, David Thomas  
Faucette, Mary Elizabeth  
Fecheimer, Grace  
Laurel, Miss.  
Portsmouth, Va.  
Potecasi, N. C.  
Raleigh, N. C.  
Concord, N. C.  
Richmond, Va.  
Winston-Salem, N. C.  
Roxboro, N. C.  
Durham, N. C.  
Winston-Salem, N. C.  
Durham, N. C.  
Monroe, N. C.  
Durham, N. C.  
Maiden, N. C.  
Durham, N. C.  
Asheville, N. C.  
Portsmouth, Va.  
Washington, N. C.  
Belwood, N. C.  
Durham, N. C.  
Asheville, N. C.  
Durham, N. C.  
Hamlet, N. C.  
Durham, N. C.  
Richmond, Va.  
Durham, N. C.  
Dabney, N. C.  
Hickory, N. C.  
Wilson, N. C.  
Bryson City, N. C.  
Mebane, N. C.  
Durham, N. C.  
Oxford, N. C.  
Mount Vernon, N. Y.  
Richmond, Va.  
Cordele, Ga.  
Durham, N. C.  
Bailey, N. C.  
Hendersonville, N. C.  
Ironton, Ohio  
Revin, Mass.  
Mount Olive, N. C.  
Conway, N. C.  
Harrisburg, Pa.  
Lexington, N. C.  
Danville, Va.  
Clinton, S. C.  
Durham, N. C.  
South Norwalk, Conn.

- Flinton, Blair M.  
Fonville, Ralph William  
Frank, Grady Craven  
Gamble, Allen Owen  
Garland, Daniel Martin  
Gee, Willie Augusta  
George, Alex  
Gilfillan, Robert George, Jr.  
Gilliam, Curtis Bernard  
Graves, George Marvin  
Graves, William W.  
Grimes, Byron C.  
Grimsley, Edward Lee  
Handelsman, Bertram  
Hanks, James Monroe  
Harmon, John Colvin  
Hawkins, Spencer Lee  
Heizer, James Sidney  
Higgins, Gladys Merle  
Hill, Frances Faison  
Hocutt, Edgar Jerome  
Holleman, Matilda  
Hollingsworth, Harry  
Holsomback, Ben G.  
Holt, Douglas Leigh  
Holtz, Harry Myers  
Honeycutt, Alden Proffitt  
Honeycutt, Charles Fletcher, Jr.  
Hoopy, George Clayton  
Hottenstein, Henry Franklin  
Howard, Mary Anna  
Howard, Richard Onslow  
Howell, Lillian Wyche  
Hughes, James Aubrey  
Hunter, Roy Alexander  
Huth, Harry Alan  
Jankoski, John Edward  
Jenkins, Ernest L.  
Jenkins, Helen  
Johnson, Emma Bain  
Johnson, Glenn Ware  
Johnson, Irma Cornelia  
Jones, Morris A.  
Jordan, Thomas Earl  
Joyce, John Leroy  
Joyner, William E.  
Kanipe, Hubert Lee  
Kehlman, William H.  
Ketchin, Henry Elliott  
Raleigh, N. C.  
Mebane, N. C.  
Japan  
Birmingham, Ala.  
Harrisburg, Pa.  
Henderson, N. C.  
Shelby, N. C.  
Swarthmore, Pa.  
Milwaukee, N. C.  
Nettleton, Ark.  
Wilson, N. C.  
Hagerstown, Md.  
Kernersville, N. C.  
New York City  
Anderson, S. C.  
Council, N. C.  
Paw Creek, N. C.  
Silver Springs, Md.  
Asheville, N. C.  
Durham, N. C.  
Enfield, N. C.  
Durham, N. C.  
Newton, N. C.  
Raleigh, N. C.  
Franklin, Va.  
Newark, N. J.  
Burnsville, N. C.  
Suffolk, Va.  
Lemoyne, Pa.  
Millersburg, Pa.  
Tarboro, N. C.  
Swan Quarter, N. C.  
Goldsboro, N. C.  
Schoolfield, Va.  
Charlotte, N. C.  
Haddenfield, N. J.  
Milwaukee, Wis.  
Lincolnton, N. C.  
Clayton, N. C.  
Winston-Salem, N. C.  
Vale, N. C.  
New Hill, N. C.  
Rome, Ga.  
Tyner, N. C.  
Broadway, N. C.  
Louisburg, N. C.  
Old Fort, N. C.  
New York, N. Y.  
Winnsboro, S. C.

- King, Ruth  
 Kirkland, Jack L.  
 Kirkland, Margaret Camille  
 Kirkland, Mary Rebecca  
 Kirkpatrick, Alton Kermit  
 Knowles, Elton T.  
 Kramer, John Andrew  
 Krupp, Frederick William  
 Lambert, Eloise  
 Landis, Margaret Vernon  
 Lasher, James Lewis  
 Latham, Hannis Taylor  
 Lehrbach, Charles William  
 Leonard, John Cleveland, Jr.  
 Ligon, James Harris  
 Liles, Charles Clinton  
 Livengood, Charles H., Jr.  
 Loy, Milton  
 Lupton, Harvey Arthur  
 Lynch, Mabel Mildred  
 Lynn, Waylon Everett  
 McAnally, Nancy  
 McDonald, Flemmon Pernell  
 McDougall, Kenneth Dougal  
 McFarland, Thelma  
 McIntyre, John D.  
 McKenzie, Duncan Archibald  
 McKinney, Troy Vaughn  
 McLarty, Emmett Kennedy  
 McLaughlin, Donald Clay  
 Malone, Virginia  
 Mann, Glen Edward  
 Marino, Peter Matthew  
 Marr, Leta Mae  
 Marshall, Whitfield Huff  
 Martin, Frank Jack  
 Martin, William Southgate  
 Massengill, George Kemp  
 Massengill, Paul Robinson  
 Matthews, Elizabeth Kelly  
 May, Francis Joseph  
 Mayo, Robert Joseph  
 Menaker, Frank Howitz  
 Merritt, Gertrude Elizabeth  
 Metz, Clarence William  
 Millican, James Leroy  
 Mims, Virginia Harris  
 Mobley, Howard Reid  
 Mock, Kathleen  
 Whitakers, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Swepsonville, N. C.  
 Pasadena, Cal.  
 Elizabeth City, N. C.  
 Philadelphia, Pa.  
 Ironton, Ohio  
 Durham, N. C.  
 Danbury, Conn.  
 Washington, N. C.  
 Mount Vernon, N. Y.  
 Bristol, Tenn.  
 Shelby, N. C.  
 Littleton, N. C.  
 Durham, N. C.  
 Shelby, N. C.  
 Cedar Grove, N. C.  
 Mebane, N. C.  
 Morrisville, N. C.  
 Richmond, Va.  
 Lillington, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Bristol, Tenn.  
 Windsor, N. C.  
 Shelby, N. C.  
 High Point, N. C.  
 Hagerstown, Md.  
 Cleveland, Tenn.  
 West Helena, Ark.  
 Jamaica, N. Y.  
 Winston-Salem, N. C.  
 Washington, D. C.  
 Durham, N. C.  
 Henderson, N. C.  
 Raleigh, N. C.  
 Raleigh, N. C.  
 Durham, N. C.  
 Paterson, N. J.  
 Bethel, N. C.  
 Harrisburg, Pa.  
 Burgaw, N. C.  
 Columbiana, Ohio  
 West Huntsville, Ala.  
 Reidsville, N. C.  
 Reidsville, N. C.  
 Lexington, N. C.

Moorman, Mary  
Morgan, Horace P.  
Morgan, John Irvin, Jr.  
Morgan, Sam Thomas  
Moses, Anna Katherine  
Moss, Clyde Eugene  
Mulholland, Elizabeth Faye  
Mullen, William Luther  
Murphy, Charles Springs  
Murray, Russell Vernon  
Murray, William David  
Murrell, Mildred Jane  
Myers, Calla  
Needham, Antoinette  
Nesson, Henry Ward  
Noel, Richard D.  
Noland, Hugh Love  
Northcutt, Charles Nelson  
Oliver, James Ernest  
Osborne, Thomas Frank  
Ould, Carlton Lee  
Overstreet, Daniel Smith  
Owen, William Kendrick  
Parrott, Jacob Allen  
Parsons, Walter Clarence  
Pearce, Inez Moore  
Pearson, William Glenn  
Peatfield, Norman E.  
Peek, Eleanor Hope  
Perkins, Mrs. Lila Roane  
Pitt, Iva Knight  
Poe, Vonnie Alberta  
Powell, Fannie Burwell  
Powell, Margaret Lee  
Pratt, Francis Marion  
Pratt, Joseph Gaither  
Price, Henry  
Price, John Alton  
Proctor, Gipsie Elvina  
Purdy, Mary H.  
Randle, Clint Wilson  
Rankin, Cecil Coke  
Ranson, Lloyd Russell  
Rawls, William Eugene  
Ray, George William  
Reams, Robert Lawson  
Reddish, Paul Sigmon  
Redford, May Bess  
Rich, Charles Hampton

Bristol, Va.  
Vienna, Ga.  
Farmville, N. C.  
Mebane, N. C.  
Durham, N. C.  
Richmond, Va.  
Durham, N. C.  
Dothan, Ala.  
Wallace, N. C.  
Oxford, N. C.  
Brooklyn, N. Y.  
Henderson, N. C.  
Pineville, N. C.  
Pfafttown, N. C.  
Durham, N. C.  
Athens, Tenn.  
Waynesville, N. C.  
McFarlan, N. C.  
Marietta, N. C.  
Loray, N. C.  
Roanoke, Va.  
Wakulla, N. C.  
Conway, S. C.  
Kinston, N. C.  
Ellerbe, N. C.  
Richmond, Va.  
Gastonia, N. C.  
South Hamilton, Mass.  
Durham, N. C.  
Memphis, Tenn.  
Roanoke Rapids, N. C.  
Durham, N. C.  
Henderson, N. C.  
Savage, N. C.  
Winston-Salem, N. C.  
Winston-Salem, N. C.  
Monroe, N. C.  
Rocky Mount, N. C.  
Durham, N. C.  
Oriental, N. C.  
Hickman, Ky.  
Wilmington, N. C.  
Charlotte, N. C.  
Suffolk, Va.  
Raleigh, N. C.  
Kingsport, Tenn.  
Durham, N. C.  
Durham, N. C.  
Winston-Salem, N. C.

- Roberts, Thomas Lynwood  
 Robeson, Stuart Hogan  
 Rogers, George Howard  
 Rogers, Margaret Turrentine  
 Rollins, Thomas Gaston, Jr.  
 Root, Mrs. Carolyn  
 Rosen, Charles Daniel  
 Rosky, Marcus  
 Rowe, Frances Eleanor  
 Rupp, Charles Edwin  
 Russell, Robert Moore  
 Rutenburg, John Martin  
 Satterfield, Carlotta Gilmore  
 Sechriest, Vernon  
 Self, Roy H.  
 Sellers, William Porter  
 Sharpe, Ann Courtney  
 Sherard, Henry Morvin, Jr.  
 Silver, Kermit Earl  
 Simkin, Edward  
 Singletary, Mildred  
 Smith, Eunice  
 Smith, James Gordon  
 Smith, Ralph Cannon  
 Smith, Walton Wright  
 Spear, Charles Edward  
 Stanbury, Walter Albert, Jr.  
 Starnes, Ralph Odell  
 Stephenson, Bennette Edward  
 Stephenson, Marion Osborne  
 Stewart, Daniel Niven, Jr.  
 Sturge, Philip Haven  
 Taggart, John C.  
 Tannenbaum, Abraham Jack  
 Taylor, Andrew DuVal  
 Taylor, Frederick William  
 Taylor, Thomas Glenn  
 Teague, Hillery Burton  
 Terrell, Marie  
 Thomas, Ralph Edward  
 Thompson, James Beverly  
 Tobias, Manuel S.  
 Umstead, Hampton Bernice  
 Underwood, Samuel Bobbitt, Jr.  
 Upchurch, Walter McGowan, Jr.  
 Veitch, Charles Edgar  
 Wade, Louis Mann  
 Walker, Herman, Jr.  
 Durham, N. C.  
 Durham, N. C.  
 Asheville, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 New York, N. Y.  
 Chicago, Ill.  
 Memphis, Tenn.  
 Hagerstown, Md.  
 Durham, N. C.  
 New York, N. Y.  
 Durham, N. C.  
 Thomasville, N. C.  
 Shelby, N. C.  
 Norfolk, Va.  
 Lumberton, N. C.  
 Goldsboro, N. C.  
 Canton, N. C.  
 Clifton, N. J.  
 Clarkton, N. C.  
 Pantego, N. C.  
 Leakesville, N. C.  
 Ayden, N. C.  
 Wilson, N. C.  
 Kinston, N. C.  
 Durham, N. C.  
 Asheville, N. C.  
 Plymouth, N. C.  
 Rocky Mount, N. C.  
 Raleigh, N. C.  
 Scranton, Pa.  
 Durham, N. C.  
 Paterson, N. J.  
 Charlotte, N. C.  
 New York, N. Y.  
 Peachland, N. C.  
 Weaverville, N. C.  
 Durham, N. C.  
 Thornton, W. Va.  
 Mount Hope, W. Va.  
 Agnascalientes, Aga.  
 Mexico  
 West Durham, N. C.  
 Greenville, N. C.  
 Raleigh, N. C.  
 Winston-Salem, N. C.  
 Raleigh, N. C.  
 Bradenton, Fla.



Walker, Mary Lipscombe  
 Wall, Lindsay S.  
 Walston, Fred I.  
 Walters, Alex H.  
 Wannamaker, Isabel  
 Warren, Allen Linwood  
 Watkins, Maxine Elliott  
 Watson, Nellie Margaret  
 Whitener, Helen Mae  
 Wilkerson, Mary Josephine  
 Wilkins, Elizabeth Mae  
 Wilkins, Ethel Gertrude  
 Williams, Elizabeth Baxter  
 Williams, Erma Elizabeth  
 Williams, Henri Fuzelle  
 Williams, John Roger  
 Williams, Robert  
 Williams, Staton Pender  
 Williamson, Elsie Louise  
 Wilson, Nellie Gray  
 Winkler, Joseph Garland  
 Wood, Ivey Walton  
 Woodward, Lila Mack  
 Wynn, Mary  
 Yarbrough, Cornelia Elliot  
 Zachary, Henry

Durham, N. C.  
 Winston-Salem, N. C.  
 Conetoe, N. C.  
 La Grange, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Huntersville, N. C.  
 Raleigh, N. C.  
 Durham, N. C.  
 Bahama, N. C.  
 Charlotte, N. C.  
 Kenansville, N. C.  
 Wilmington, N. C.  
 Norristown, Pa.  
 Elizabeth City, N. C.  
 Robersonville, N. C.  
 Durham, N. C.  
 Oxford, N. C.  
 Granite Falls, N. C.  
 Troy, N. C.  
 Richlands, N. C.  
 Jonesville, Va.  
 Durham, N. C.  
 Cooleemee, N. C.

#### SOPHOMORE CLASS

Acheson, John Bain  
 Adams, Wade Hill, Jr.  
 Adkins, Edward Emery  
 Aiken, Jesse E.  
 Akers, Lois Pridgen  
 Aldridge, Daniel Thomas  
 Alford, Dallas  
 Allan, James George  
 Allen, Charles Bonner  
 Allen, Frank Brown  
 Alley, Robert Cline  
 Altwater, Mrs. Margaret G.  
 Anders, Helen Kathleen  
 Anderson, John Bascom  
 Anderson, Richard F.  
 Anderson, Wade Hampton  
 Andrews, Cleveland D.  
 Andrews, Homer Burns  
 Armstrong, John Franklin  
 Atkins, Ennis W.  
 Atkins, Robert Boyer

Evanston, Ill.  
 Richmond, Va.  
 Durham, N. C.  
 Wilson, N. C.  
 Roanoke Rapids, N. C.  
 Union Ridge, N. C.  
 Durham, N. C.  
 Charlottesville, Va.  
 Wadesboro, N. C.  
 Warrenton, N. C.  
 Waynesville, N. C.  
 Denver, Colo.  
 Gastonia, N. C.  
 Asheville, N. C.  
 Albemarle, N. C.  
 Wilson, N. C.  
 Gastonia, N. C.  
 Mount Gilead, N. C.  
 Asheville, N. C.  
 Gastonia, N. C.  
 Washington, D. C.

- Atwater, Luther Edmund, Jr.  
Baker, Rudolph Jackson  
Baldwin, Mary Grace  
Ballard, Philip A.  
Banes, Thomas Stanley  
Barbee, Arthur Odell  
Barbee, Mary Elizabeth  
Barber, Marjorie  
Barber, Ruth Kerns  
Baroody, B. J.  
Barrington, Carl Adams  
Bateman, James Anson  
Beaver, Robert Lee  
Bell, Bennie  
Belvin, Herman Edward  
Bennett, Thomas Warner  
Benson, Walter Clark  
Best, Flora Crews  
Betts, Lonnie J.  
Bicket, Andrew Brown  
Blackley, O. Purnell  
Blackmon, Oliver C., Jr.  
Boggs, Roy Dixon  
Bolich, Eugene D.  
Bolich, Philip M.  
Boone, Demetrius Leonard, Jr.  
Bowden, Robert Threadgill  
Boyd, Edna McLean  
Branson, Mary Lou  
Bretts, Philip Shrager  
Brewer, Pierce Oliver  
Bridgers, Julian D.  
Brogden, Genola Lloyd  
Brooks, Ernest Bruce  
Brooks, William Eugene  
Broom, Willie Madison  
Brown, Edward  
Brown, Holwin Tilden  
Brown, Richard Lane, Jr.  
Bryan, Belton O'Neal  
Budd, W. Candler  
Buirge, Raymond Enright  
Bulla, Eugene A.  
Bundy, William Lundsden  
Bundy, William Thomas  
Burch, Betty  
Burt, Howard Hodgins  
Byers, Joseph Riley  
Campbell, Eugene Bernard  
Burlington, N. C.  
Holly Springs, N. C.  
Swannanoa, N. C.  
Reidsville, N. C.  
Fort Pierce, Fla.  
Durham, N. C.  
Durham, N. C.  
Durham, N. C.  
Bellwood, Pa.  
Timmons ville, S. C.  
Oriental, N. C.  
Roper, N. C.  
Spencer, N. C.  
Farmville, N. C.  
Durham, N. C.  
Cleveland, O.  
Gatesville, N. C.  
Fremont, N. C.  
Fuquay Springs, N. C.  
Brooklyn, N. Y.  
Hamlet, N. C.  
Lancaster, S. C.  
Statesville, N. C.  
Denver, N. C.  
Winston-Salem, N. C.  
Durham, N. C.  
Richmond, Va.  
Washington, N. C.  
Durham, N. C.  
Philadelphia, Pa.  
Winston-Salem, N. C.  
Conway, N. C.  
West Durham, N. C.  
Durham, N. C.  
Reidsville, N. C.  
North Charlotte, N. C.  
Chelsea, Mass.  
Troutman, N. C.  
Albemarle, N. C.  
Duncan, S. C.  
Dothan, Ala.  
Mason City, Ia.  
Randleman, N. C.  
Smithfield, N. C.  
Charlotte, N. C.  
Charlotte, N. C.  
Saint Maries, Idaho  
Hendersonville, N. C.  
Lynchburg, Va.

- Cannon, Albert Henry  
Carlos, Thomas  
Carpenter, T. Edgar  
Carter, Raymond C.  
Carter, W. C.  
Carver, William Malone  
Chang, Tsong Chien  
Cheek, Aubrey K.  
Clapp, George Willard  
Clark, Milton S.  
Clarke, Elizabeth Ray  
Clodfelter, Edward Parrish  
Cobb, Edgar D.  
Cobb, Edward Rawls  
Cobb, John Wilson  
Coble, Edgar Moody  
Cole, James Marvin  
Coleman, Daniel L.  
Collier, Raymond B.  
Compton, James Allen  
Cook, Ralph H.  
Cottingham, John Colin  
Coulter, Leland H.  
Cousins, Mattie Gray  
Courtney, Robert Marvin  
Covner, David Philip  
Craft, Norma Louise  
Craven, Mary Elizabeth  
Creekmore, R. Tazewell  
Crim, Joanna  
Crona, Gerald M.  
Croson, Joseph McGuire  
Crowson, Neblett Ferguson  
Curtis, Zeb F.  
Daniels, Hayden Eugene  
Davenport, David Laxton  
Davenport, William Fred  
Davis, Elizabeth Eleanor  
Davis, Vivian  
Day, William Allen  
DeBruyne, A. L.  
DeBruyne, Leonora  
Diamond, Theresa  
Disher, Leo Seewers, Jr.  
Dixon, James Alvin  
Dixon, Harold Keith  
Doriman, William A.  
Dorsey, Thomas Buie  
Douty, Harry M.  
Spruce Pine, N. C.  
New Bethlehem, Pa.  
Durham, N. C.  
Durham, N. C.  
Mount Hope, W. Va.  
Rougemont, N. C.  
Shanghai, China  
Durham, N. C.  
Burlington, N. C.  
Goldsboro, N. C.  
Wilmington, N. C.  
High Point, N. C.  
Hickory Grove, S. C.  
Durham, N. C.  
Durham, N. C.  
Durham, N. C.  
Dayton, Pa.  
Garysburg, N. C.  
Mebane, N. C.  
Greensboro, N. C.  
Dillon, S. C.  
Vandergrift, Pa.  
Durham, N. C.  
Morganton, N. C.  
Lynn, Mass.  
Wilmington, N. C.  
Lakeland, Fla.  
Norfolk, Va.  
Winston-Salem, N. C.  
Portland, Maine  
Washington, D. C.  
Burlington, N. C.  
Asheville, N. C.  
Elizabeth City, N. C.  
Horse Shoe, N. C.  
Greenville, N. C.  
Philadelphia, Pa.  
Oxford, N. C.  
Bradentown, Fla.  
Durham, N. C.  
Durham, N. C.  
Danville, Va.  
Winston-Salem, N. C.  
Cheriton, Va.  
Kinston, N. C.  
Hoboken, N. J.  
Goldsboro, N. C.  
Baltimore, Md.

Downum, Allen Fitzgerald  
Drew, William P.  
Duffey, Horace Rodney  
Earnhardt, Davis Furman  
Eatmon, William Godfrey  
Edgerton, Henry D.  
Edwards, Howard M.  
Elders, Hubert Thomas  
Eley, William Hatcher, Jr.  
Elmore, Irvin Hall  
Embree, Ralph  
Everham, Earle B.  
Farmer, Allison Barnes  
Farthing, William Patrick  
Felts, Virginia Lee  
Fergus, LeRoy Clark  
Finch, Alvis Dare  
Finch, Edwin Perkins  
Fisher, Bernard  
Fisher, Thomas Clapp  
Fleming, Douglas Lloyd  
Flood, Harold Dinsmore  
Fox, J. B., Jr.  
Francis, Pauline S.  
Franklin, Hubert  
Freeman, William Chester  
Frick, Fred G.  
Friedman, Bernard  
Fuller, Sumner Bacon  
Fulp, James Francis  
Fulp, William W.  
Fuquay, Oscar  
Gamble, John Jenkins  
Gannon, George Patrick  
Garber, Don Martin  
Garmon, Charles H.  
Garner, Samuel Paul  
Garrison, William J., Jr.  
Gentry, H. Bradsher  
Gentry, Roger S.  
Gibson, Harold Morgan  
Glenn, Argyle  
Gobbel, James Thomas  
Gordon, Mabel Page  
Gordon, William R.  
Gould, Frederic Theodore  
Grant, James William  
Gray, Larry Lee  
Gray, Mary Stuart Bingham

Gloucester, N. C.  
Asheville, N. C.  
Washington, D. C.  
Port Orange, Fla.  
Rocky Mount, N. C.  
Kenly, N. C.  
Mullins, S. C.  
Columbia, S. C.  
Suffolk, Va.  
Lowell, N. C.  
Buena Vista, Va.  
Neptune, N. J.  
Bailey, N. C.  
Durham, N. C.  
Durham, N. C.  
Wilmington, N. C.  
Bailey, N. C.  
Henderson, N. C.  
Atlantic City, N. J.  
Salisbury, N. C.  
Ardmore, Pa.  
Swarthmore, Pa.  
Henderson, N. C.  
Bryson City, N. C.  
Rutherford, N. J.  
Silver Springs, Md.  
Gold Hill, N. C.  
New York, N. Y.  
Durham, N. C.  
Kernersville, N. C.  
Kernersville, N. C.  
Lillington, N. C.  
Birmingham, Ala.  
Pittsburgh, Pa.  
Washington, D. C.  
Charlotte, N. C.  
Winston-Salem, N. C.  
Crozet, Va.  
Roxboro, N. C.  
Roxboro, N. C.  
Laurinburg, N. C.  
Richmond, Va.  
Salisbury, N. C.  
Elizabeth City, N. C.  
Elizabeth City, N. C.  
Lake George, N. Y.  
Durham, N. C.  
Wadesboro, N. C.  
Mebane, N. C.

- Gray, William Frederic  
 Grayson, George W.  
 Green, A. Hobart  
 Green, Martin Klapp  
 Green, Ottis, Jr.  
 Griffin, Lewter Bernice  
 Griffith, Lloyd Edward  
 Griggs, Morton M.  
 Groome, Houston  
 Gurley, John Leland  
 Guthrie, Mildred M.  
 Hadley, Jake Milton  
 Hamilton, William Secrest  
 Hamm, Edward F., Jr.  
 Hardin, George Coble  
 Harrell, George T., Jr.  
 Harrell, Margaret Gertrude  
 Harriett, George Willie  
 Harrington, Milton E.  
 Harris, Henry Spencer  
 Harris, Major Haymond  
 Harris, Marcus Dean  
 Harris, Newton Hines  
 Harris, Thomas B.  
 Harrison, Annie Irene  
 Harrison, Elmer C.  
 Harrison, James Keith  
 Harwell, George Corbin  
 Hawkins, Samuel Jackson  
 Hayes, John Calhoun, Jr.  
 Hayes, Robert Griffith, Jr.  
 Hege, John D.  
 Heise, Edward Alex  
 Hellman, Jacob  
 Helms, Grady Thomas  
 Henry, Carolyn  
 Henry, Fannie Charles  
 Henry, Thomas Allison  
 Hermelink, Gretel  
 Herbert, Charles  
 Hicks, William B.  
 Hiltabidle, James Grayson  
 Hinternhoff, Charles Frank  
 Hintze, William Niestill  
 Hobbs, Marcus E.  
 Hobgood, Blanche Parham  
 Hobgood, Evaleigh  
 Hoffman, Byron Jay  
 Hooper, Conrad Sidney, Jr.  
 Howard, Fletcher E.  
 Durham, N. C.  
 Spindale, N. C.  
 Mooresboro, N. C.  
 Raleigh, N. C.  
 Asheville, N. C.  
 Potecasi, N. C.  
 Rockingham, N. C.  
 Mayodan, N. C.  
 Greensboro, N. C.  
 Princeton, N. C.  
 Swan Quarter, N. C.  
 Greenville, N. C.  
 Monroe, N. C.  
 Kenilworth, Ill.  
 Greensboro, N. C.  
 Asheville, N. C.  
 Asheville, N. C.  
 Pollocksville, N. C.  
 Greenville, N. C.  
 Wilson, N. C.  
 Newport, Ark.  
 Newport, Ark.  
 Alton, Ill.  
 Mooresboro, N. C.  
 Pinetown, N. C.  
 Kinston, N. C.  
 High Point, N. C.  
 Wilmington, N. C.  
 Wilmington, N. C.  
 Latta, S. C.  
 Charlotte, N. C.  
 Salisbury, N. C.  
 Columbia, S. C.  
 Brooklyn, N. Y.  
 Wingate, N. C.  
 Asheville, N. C.  
 Atkinson, N. C.  
 New Bern, N. C.  
 Germany  
 Hagerstown, Md.  
 Charlotte, N. C.  
 York, Pa.  
 Union City, N. J.  
 Wilmington, N. C.  
 Wilmington, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Asheville, N. C.  
 Durham, N. C.  
 Harmony, N. C.

- Howard, Margaret Goodson  
Howell, Ed. Arthur  
Howland, Ralph Lindsay  
Hoyle, Lawrence T.  
Huckabee, Alice Virginia  
Hughes, Eugene Francis  
Hughes, Lewis Calvin  
Huguely, George Wesley, Jr.  
Humble, Hilary  
Hundley, Lottie Markham  
Huneycutt, Wiley J.  
Huss, H. Otho  
Hyatt, Donald McIntosh  
James, Clyde Burwell  
Jarrett, Emanuel James, Jr.  
Jenkins, John Robert, Jr.  
Jenkins, William Jarrett  
Johnson, Frank Roy  
Johnson, John Norborne  
Johnson, Marion Owen  
Johnson, Thomas Philip  
Johnson, T. Blair  
Jones, Edward H.  
Jones, Emerson Philip  
Jones, Esther Ruth  
Jones, Seymour Cleveland, Jr.  
Jordan, Richard Edward  
Keegan, William J.  
Keever, John Thomas  
Keith, Ruth  
Kesler, Bennie  
Kestler, Charles B.  
Kiefer, Jack B.  
King, Margaret  
Kingsbury, Albert William  
Kirby, Carolyn  
Knight, Hazel Love  
Kolbe, Henry Eugene  
La Fevers, Horatio  
Langston, Mary  
Langston, William Dortch  
Langston, W. H., Jr.  
Lassiter, Thomas James  
Lawless, Lawrence Craddock  
Lawrence, Daniel Charles  
Leach, Edith Horne  
Lee, M. Owen  
Leech, Homan Elfred  
Leight, John R.  
Lemmond, John Henry  
Tarboro, N. C.  
Goldsboro, N. C.  
Henderson, N. C.  
Greensboro, N. C.  
Albemarle, N. C.  
Hampton, Va.  
Fountain Inn, S. C.  
Washington, D. C.  
Wilmington, N. C.  
Durham, N. C.  
Denver, N. C.  
Vale, N. C.  
Waynesville, N. C.  
Cumberland, Md.  
Thomasville, N. C.  
Parmelee, N. C.  
Hobgood, N. C.  
Ivanhoe, N. C.  
Waynesville, N. C.  
Ingold, N. C.  
Liberty, N. C.  
Vale, N. C.  
Auburn, Ala.  
Franklin, Va.  
Bowman, S. C.  
Okolona, Miss.  
Newport News, Va.  
Southington, Conn.  
Lewisville, N. C.  
Durham, N. C.  
Skipwith, Va.  
Concord, N. C.  
Pittsburgh, Pa.  
Durham, N. C.  
Elizabeth, N. J.  
Decatur, Ga.  
Wilmington, N. C.  
Annapolis, Md.  
Glen Alpine, N. C.  
Goldsboro, N. C.  
Goldsboro, N. C.  
Goldsboro, N. C.  
Smithfield, N. C.  
Norfolk, Va.  
Sanford, N. C.  
Washington, N. C.  
Raleigh, N. C.  
Sangus, Mass.  
Walkertown, N. C.  
Matthews, N. C.



- Lemon, Marvin Elmer  
Lemons, Samuel M.  
Lentz, Jack  
Lerer, Samuel  
Lewis, Allen R.  
Lewis, Herbert Lee  
Lintner, Newell Van Meter  
Loftin, Floyd F.  
Lougee, John Horton  
Lupton, John Wood  
Lutz, Lloyd Luther  
Lyerly, Arnold  
Lyon, Elizabeth  
McAnally, Elizabeth  
McClure, Robert Leonard  
McCracken, Sarah  
McCullers, Ruby Lee  
McCullough, Kenneth H.  
McDonald, Eleanor Petrie  
McDowell, William D.  
McGarvey, James Russell  
McKaughan, David Lee  
McKeithan, Emmet James  
McKenzie, Wayland Nash  
McKinley, John Preston  
McNairy, John Egbert  
McRorie, Cyrus Brown  
Magruder, Richard Scott  
Mahl, George Kenneth  
Malm, Webster A.  
Mangum, Verna  
Mann, Joe Wesley, Jr.  
Mann, Marvin Mellard  
Margolin, Samuel J.  
Marasin, Theodore  
Marr, Henry Coburn  
Marrow, John Wesley  
Martin, Ben Franklin  
Massey, Adam B.  
Matheson, Edward Branson  
Matlock, Ronald J.  
Matthews, Leon N.  
Melton, Jack Robert  
Meyers, John W.  
Midgett, Linville Edward  
Miller, Ben  
Miller, Murray Culbertson  
Miller, Thomas J., Jr.  
Miller, William Taylor, Jr.  
Roanoke, Va.  
Reidsville, N. C.  
Nashville, Tenn.  
Philadelphia, Pa.  
Swarthmore, Pa.  
Greensboro, N. C.  
Leesburg, Va.  
Durham, N. C.  
Durham, N. C.  
Belhaven, N. C.  
Shelby, N. C.  
Woodleaf, N. C.  
Durham, N. C.  
Richmond, Va.  
Maywood, Ill.  
Washington, N. C.  
Durham, N. C.  
Indiana, Pa.  
Wilmington, N. C.  
Kershaw, S. C.  
Kittanning, Pa.  
Kernersville, N. C.  
Bostic, N. C.  
Norwood, N. C.  
Mobile, Ala.  
Greensboro, N. C.  
Rutherfordton, N. C.  
Orlando, Fla.  
Ironton, Ohio  
Cleveland Heights, Ohio  
Bahama, N. C.  
Greensboro, N. C.  
Saint Matthews, S. C.  
Brooklyn, N. Y.  
New York, N. Y.  
Winston-Salem, N. C.  
Roper, N. C.  
Henderson, N. C.  
Port Norris, N. J.  
Mount Gilead, N. C.  
Hookerton, N. C.  
Bessemer City, N. C.  
Charlotte, N. C.  
New York, N. Y.  
Norlina, N. C.  
Hickory Grove, S. C.  
Upper Darby, Pa.  
Baltimore, Md.  
Winston-Salem, N. C.

Moore, John Meredith  
Morgan, Thomas C.  
Morris, Hugh  
Morris, John Watson  
Moses, Mary Louise  
Moses, Preston Brooks  
Moss, Florence  
Mullen, James  
Murphy, Lenore Marian  
Murray, Wendell McCullen  
Nachman, Henry D.  
Nalls, Mrs. Edna  
Narbeth, Arthur Benjamin  
Nash, George Earle  
Neal, Julian Spencer  
Needham, J. K.  
Nelson, Robert L.  
Newton, Evelyn Elizabeth  
Nicholson, Frank C.  
Nicholson, Walter Lee  
Nicks, Marianna  
Norman, James Joseph  
O'Briant, G. L.  
O'Briant, Esther  
Ogburn, Gordon Kellar  
Oldham, George Willis  
Orem, Nicholas, Jr.  
Ormond, Will Newman  
Ormsby, Wilbur Stanley  
Osborn, Virgil A.  
Oser, David John  
Ownbey, Sara Elizabeth  
Parker, George Hinson  
Parker, Harris  
Parsons, Margaret Elinor  
Pate, Jessie Page  
Pate, Robert Hoke  
Patton, Robert William  
Peabody, Frank Joseph  
Peacock, Helen  
Peake, James R., Jr.  
Pearce, E. Oris  
Peet, Willis  
Pegram, Robert Wesley  
Penny, Wade Hampton  
Peppell, Robert Lee  
Perrow, Betsy Marshall  
Perry, William Elvis  
Peters, James Sidney, Jr.

Greenville, N. C.  
New Bethlehem, Pa.  
Mesic, N. C.  
Winston-Salem, N. C.  
Norfolk, Va.  
Chatham, Va.  
Mobile, Ala.  
Dothan, Ala.  
Warren, Pa.  
Durham, N. C.  
Hertford, N. C.  
Monroe, N. C.  
Swarthmore, Pa.  
Bogalusa, La.  
Leaksville, N. C.  
Pfafftown, N. C.  
Carlisle, Pa.  
Durham, N. C.  
Greensboro, N. C.  
Charlotte, N. C.  
Roxboro, N. C.  
Winston-Salem, N. C.  
Durham, N. C.  
Durham, N. C.  
Raleigh, N. C.  
Durham, N. C.  
Hyattsville, Md.  
Hookerton, N. C.  
New York, N. Y.  
High Point, N. C.  
Tampa, Fla.  
Asheville, N. C.  
Franklin, Va.  
Hope Mills, N. C.  
Wilkes-Barre, Pa.  
Durham, N. C.  
Durham, N. C.  
Tampa, Fla.  
Ardmore, Pa.  
Salisbury, N. C.  
Norfolk, Va.  
Zebulon, N. C.  
Leetonia, Ohio  
Durham, N. C.  
Casma, N. C.  
Nazareth, Pa.  
Asheville, N. C.  
Wendell, N. C.  
Newport News, Va.

- Peterson, Everett Lindsay  
Phillips, Eugene Bryan  
Phillips, Margaret  
Phillips, Marion S.  
Phipps, Glenn Ward  
Phipps, Marguerite Elizabeth  
Physioc, Willis Johnson, Jr.  
Pierce, Ovid Williams  
Pittman, Katherine Louise  
Plyler, Spencer Carl  
Poole, Lelia Allen  
Pope, Ruth  
Pope, William Allan, Jr.  
Powe, Ellerbe, Jr.  
Powell, Mary Elizabeth  
Powell, James Dewey  
Pritchett, Marshall  
Ragsdale, William Smith  
Ray, Horace Greene  
Reade, Eugene Walter  
Reed, James Wood, Jr.  
Reed, Marvin D.  
Reiber, Elmer W.  
Reque, Paul Gerhard  
Reynolds, R. D. K.  
Rhyne, Charlie Sylvanus  
Richards, Henry P.  
Ricks, Robert Henry  
Riddick, Floyd M.  
Riddle, Ira Paul  
Ripley, Hampton  
Robbins, George Lindsay  
Roberson, Paul D.  
Roberts, Daniel Merritt  
Robertson, Frank John  
Robeson, James Glenn  
Robinson, Harold Manson  
Robinson, Isadore  
Rochelle, David Benjamin  
Rogers, Evelyn  
Rogers, Mae  
Ross, John Bowen  
Rossi, Philip Joseph  
Rouse, Elizabeth Armanie  
Rowland, Annie Elizabeth  
Rowland, Mary Florence  
Royall, William Richard  
Rozzelle, Frank Cathay  
Rucker, Elizabeth Jane  
Clinton, N. C.  
Staten Island, N. Y.  
Durham, N. C.  
Thomasville, N. C.  
Galax, Va.  
Independence, Va.  
Stamford, Conn.  
Weldon, N. C.  
Kinston, N. C.  
Misenheimer, N. C.  
Raleigh, N. C.  
Portsmouth, Va.  
Durham, N. C.  
Durham, N. C.  
Warsaw, N. C.  
Holly Springs, N. C.  
Charlotte, N. C.  
Smithfield, N. C.  
Raleigh, N. C.  
Durham, N. C.  
New York, N. Y.  
Hertford, N. C.  
New Castle, Pa.  
Brooklyn, N. Y.  
Fall River, Mass.  
Charlotte, N. C.  
Elizabethtown, Ky.  
Rocky Mount, N. C.  
Suffolk, Va.  
Fayetteville, N. C.  
Winnetka, Ill.  
Trinity, N. C.  
Robersonville, N. C.  
New Bern, N. C.  
Philadelphia, Pa.  
Greenville, N. C.  
Denver, N. C.  
Turtle Creek, Pa.  
Waverly, Tenn.  
Asheville, N. C.  
Durham, N. C.  
Washington, N. C.  
Mount Vernon, N. Y.  
LaGrange, N. C.  
Durham, N. C.  
Durham, N. C.  
Wilmington, N. C.  
Hendersonville, N. C.  
Rutherfordton, N. C.

Rugh, Albert Leon  
Rumbaugh, William Glenn  
Rush, Robert Herbert  
Russ, Gladwyn Taft  
Russell, Clarence Watson  
Ryon, Thomas Harvey  
Sample, Dallas E.  
Sample, Jack McCoy, Jr.  
Sanders, Julius Taft  
Satterfield, William Lloyd  
Saunders, Fred Glenn  
Saxe, Louis John  
Scanlon, David H.  
Schein, Louis Leon  
Schock, Arch Kerper  
Scott, Iredell Montgomery  
Seeley, Laura Mae  
Sexton, Barden  
Sexton, Madge  
Shackelford, Agnes Lee  
Sharpe, John Allen  
Sharpe, Walter Eugene, Jr.  
Shaw, John Dickinson  
Shields, Wilburn Thomas  
Shore, Hoyt Walter  
Shuford, Gladys Winston  
Sigmon, Charles Victor  
Simpson, Marion  
Siske, Grady Cornell  
Smathers, James Carrol  
Smith, Carlton Sexton  
Smith, Samuel James, Jr.  
Smith, Thornton Beckham  
Smoot, Alexander Lee  
Snow, Guy Lafayette  
Snow, William Brewster  
Staats, John Charles  
Stanley, Earl Council  
Starkey, Marshall Leonidas  
Starratt, Ruth  
Steele, Frank  
Stevens, H. Blair  
Stevens, Thomas Hood  
Stevenson, Robert Louis  
Stewart, Jean  
Stiger, Milnor Kimble  
Stikeleather, Eileen Caldwell  
Stone, Ollie R.  
Stowe, James William, Jr.

Saltsburgh, Pa.  
Avonmore, Pa.  
Washington, D. C.  
Laurinburg, N. C.  
Durham, N. C.  
Washington, D. C.  
Elizabeth City, N. C.  
Fort Pierce, Fla.  
Chester, S. C.  
Roxboro, N. C.  
Apex, N. C.  
Cleveland, Ohio  
Durham, N. C.  
Bronx, N. Y.  
Philadelphia, Pa.  
Fair Bluff, N. C.  
Ozone Park, N. Y.  
Relay, Md.  
Bahama, N. C.  
Durham, N. C.  
Lumberton, N. C.  
Burlington, N. C.  
Meriden, Conn.  
Durham, N. C.  
Charlotte, N. C.  
Lexington, N. C.  
Denver, N. C.  
Monroe, N. C.  
Pleasant Garden, N. C.  
Asheville, N. C.  
Danville, Va.  
Absecon, N. J.  
Durham, N. C.  
Salisbury, N. C.  
Round Peak, N. C.  
Durham, N. C.  
Saint Augustine, Fla.  
Hendersonville, N. C.  
Greenville, N. C.  
Chevy Chase, Md.  
Lillington, N. C.  
Goldsboro, N. C.  
Princeton, N. C.  
Winston-Salem, N. C.  
Charlotte, N. C.  
Williamsport, Pa.  
Asheville, N. C.  
Durham, N. C.  
Belmont, N. C.

- Straughan, Thomas John  
Street, Richard McIntosh  
Stuart, Charles Edward  
Swain, Roger Whitfield  
Swaringen, George Hubert  
Swaringen, Richard  
Sykes, Grover Paris  
Tanner, Charles S.  
Tart, T. Eugene  
Tate, Mary Jane  
Taylor, Catherine Cornelia  
Taylor, James Patterson  
Taylor, Ralph Henderson  
Teague, Mildred Banks  
Teller, Sidney Simon  
Terrell, Marie  
Thomas, Edward Galloway  
Thomas, Thomas, Jr.  
Thorne, Sam T., Jr.  
Tilley, Charles  
Timmons, Edward Booth, Jr.  
Tolson, Edward Lawrence, Jr.  
Trantham, Jack Elmer  
Trexler, John Caldwell  
Tucker, John Layton  
Turner, Franklin  
Turner, Numa Fletcher  
Underwood, Norman Bruce  
Upchurch, Oliver Wingate  
Utley, Clarence Bailey, Jr.  
Venters, Walter  
Vick, George Elliott  
Waddell, Kathleen Elizabeth  
Walter, George Henry  
Wang, Chi Nyok  
Ward, James Adolphus  
Warwick, Robert Durant  
Weaver, Henrietta  
Weaver, William Fiske  
Webb, Charles Rice  
Webb, Joseph Hooper  
Wellons, James A., Jr.  
Welton, Clarence Porter  
Wentz, Lester Hansell  
White, Jack Roland  
Whitefield, G. C.  
Whitehead, Henry Gibson  
Whitehead, John W.  
Williams, John E.  
Charleston, W. Va.  
Sanford, N. C.  
Rochester, N. Y.  
Durham, N. C.  
Norwood, N. C.  
Cornelius, N. C.  
Mebane, N. C.  
Edgewood, R. I.  
Newton Grove, N. C.  
South Bend, Ind.  
Rocky Mount, N. C.  
Bristol, Pa.  
Charlotte, N. C.  
Burlington, N. C.  
Stamford, Conn.  
Durham, N. C.  
Greenville, N. C.  
Laconia, N. H.  
Littleton, N. C.  
Durham, N. C.  
Charlotte, N. C.  
Washington, D. C.  
Brevard, N. C.  
Salisbury, N. C.  
Philadelphia, Pa.  
Clarksville, Va.  
Raleigh, N. C.  
Toledo, Ohio  
Durham, N. C.  
Norfolk, Va.  
Union Springs, Ala.  
Kinston, N. C.  
Bonlee, N. C.  
Orangeburg, S. C.  
Durham, N. C.  
Hendersonville, N. C.  
Charlotte, N. C.  
Durham, N. C.  
Asheville, N. C.  
W. Collingswood, N. J.  
Decatur, Ga.  
Smithfield, N. C.  
Durham, N. C.  
Schoolfield, Va.  
Tidioute, Pa.  
Durham, N. C.  
Dunn, N. C.  
Dunn, N. C.  
Wingate, N. C.

Williams, William Alfred  
 Williams, Lemuel Ray  
 Williams, Lonnie W.  
 Williams, Louis Napoleon  
 Williams, Russell Avery  
 Williams, Wilbert Llewellyn  
 Willis, Candler  
 Winslow, Charles Hudson, Jr.  
 Womble, William G.  
 Woodard, Ralph Harwick  
 Woodroe, Clarence Foyles  
 Woods, Clinton McMillan  
 Woodward, James Whilden  
 Woolf, Louis B.  
 Young, Percy Whitaker  
 Zimmerman, John Conrad  
 Zuckerman, Isadore

Hertford, N. C.  
 Lincolnton, N. C.  
 Shelby, N. C.  
 Battleboro, N. C.  
 Siler City, N. C.  
 Lexington, S. C.  
 Candler, N. C.  
 Dayton, Pa.  
 Raleigh, N. C.  
 Selma, N. C.  
 Richmond, Va.  
 Marion, S. C.  
 Columbia, S. C.  
 Charlotte, N. C.  
 Walkertown, N. C.  
 Saint Matthews, S. C.  
 Durham, N. C.

### FRESHMAN CLASS

Abbott, Kenneth Gee  
 Abernathy, Andrew David, Jr.  
 Adams, Dale Herbert  
 Adams, Edna Lee  
 Adams, James Lexie  
 Aiken, Marshall Dandridge  
 Alexander, Hugh Quincy  
 Allen, Arthur Edgar  
 Allen, Charles Nesbitt  
 Allen, George Herbert  
 Allen, Lillian Burton  
 Allen, Ralph Waldo  
 Almy, Donald Comstock  
 Ammons, James Leon  
 Anderson, James Garrett  
 Anthony, Peyton Tunstall  
 Armfield, James Hendrix  
 Arnold, Almond Edwin

Baggs, George Edward  
 Baker, Frederick Lafayette  
 Baker, Harold Harvey  
 Baker, William Gary  
 Ballard, Loy Griffin  
 Ballard, Lacy Henry  
 Barber, Kathleen  
 Barker, S. Jane  
 Barker, Mrs. Lessie Pope  
 Barham, Roy B.  
 Barnett, Frank Eugene

New Eagle, Pa.  
 Granite Falls, N. C.  
 Vandergrift, Pa.  
 Durham, N. C.  
 Durham, N. C.  
 Wilson, N. C.  
 Durham, N. C.  
 Lenoir, N. C.  
 Wilmington, N. C.  
 Oyster Bay, N. Y.  
 Durham, N. C.  
 Brewster, Mass.  
 Providence, R. I.  
 Red Springs, N. C.  
 Asheville, N. C.  
 Greenville, N. C.  
 Mount Airy, N. C.  
 West New Brighton,  
 Staten Island, N. Y.  
 Chelsea, Mass.  
 Oxford, N. C.  
 Hendersonville, N. C.  
 Nichols, S. C.  
 Catawba, N. C.  
 Biscoe, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 West Durham, N. C.  
 Kenly, N. C.  
 Painesville, Ohio



- Bateman, Margaret Elizabeth  
 Beard, Thomas Elwood  
 Beaser, Robert Kohl  
 Beasley, Roy Preston  
 Bell, William Polson  
 Bellamy, Iris Boyette  
 Bennett, John Carlisle  
 Berkmueller, Herbert Edward  
 Berry, John Chester  
 Berry, Joseph Andrew, Jr.  
 Betz, George Max  
 Beverly, Edward Dula  
 Blackson, Clarence Everett  
 Bobo, Wallace Marion  
 Boesch, Betty Margaret  
 Boney, Victoria A.  
 Boney, Wilfred Bellinger  
 Booker, John Parks  
 Bost, Edwin McLead  
 Bostic, Clifford Newberry  
 Bowden, Sidney Lingle  
 Bowen, David Garland  
 Brackbill, Albert Landis  
 Bradshaw, William Dennis  
 Bradsher, Charles Kilgo  
 Bradsher, Preston  
 Brank, Roy A.  
 Braswell, Margaret Louise  
 Bray, Jerry Garrett  
 Brazwell, William Allison  
 Breedlove, Evelyn Caroline  
 Bridgers, Everett Roland  
 Brinkley, Gladys  
 Brosius, Arthur  
 Brown, George Roy  
 Brown, Mark Wiley, Jr.  
 Brownell, William Raymond  
 Brownlee, John Hubert  
 Browning, Mary Faith  
 Buhite, Jesse Paul  
 Burgart, Raymond Edmund  
 Burgess, James Edward  
 Burmeister, Louis Rene  
 Burnette, Robert Troy  
 Burwell, Alice Littlepage  
 Butler, Robert Turner  
 Bynum, Edwin Council  
 Byrd, Wheeler Vaughan  
 Caison, Cicero Hillery  
 Roper, N. C.  
 Durham, N. C.  
 Portsmouth, Va.  
 Craddocksville, Va.  
 Capron, Va.  
 Ahoskie, N. C.  
 Asheville, N. C.  
 Englewood, N. J.  
 Durham, N. C.  
 Orangeburg, S. C.  
 Wildwood, N. J.  
 Laurinburg, N. C.  
 Apollo, Pa.  
 Greenville, S. C.  
 Durham, N. C.  
 Durham, N. C.  
 Durham, N. C.  
 Charlotte, N. C.  
 Erwin, N. C.  
 Greenville, N. C.  
 Durham, N. C.  
 Lake City, S. C.  
 Gap, Pa.  
 Staunton, Va.  
 Petersburg, Va.  
 Oxford, N. C.  
 Canton, N. C.  
 Whitaker, N. C.  
 South Norfolk, Va.  
 Johnson City, Tenn.  
 Oxford, N. C.  
 Wilson, N. C.  
 Stem, N. C.  
 Avondale, Pa.  
 Greenwood, S. C.  
 Asheville, N. C.  
 Windsor-Ontario, Can.  
 Philadelphia, Pa.  
 Durham, N. C.  
 Vandergrift, Pa.  
 New Kensington, Pa.  
 Old Trap, N. C.  
 Riverside, R. I.  
 Greenville, N. C.  
 Warrenton, N. C.  
 Norfolk, Va.  
 Statonsburg, N. C.  
 Hamlet, N. C.  
 Clinton, N. C.

Caldwell, Edwin M., Jr.  
Camp, Irvin L., Jr.  
Campbell, Chester A.  
Campbell, Keith  
Cannady, Ozelle  
Cappelli, Theodore  
Card, Helen Kendrick  
Carden, Frank Stamper  
Carey, Leonard Clarke  
Carlson, Gustaf Alfred  
Carpenter, Claude Henkel  
Carpenter, Ernest Betts  
Carson, Frederick Richard  
Ceigler, Alfred Bernard  
Chapman, Henry Nyman  
Cheek, Henry Rudolph  
Cherry, Dwight Palmer  
Clark, David Sterling  
Clark, Horace  
Clark, James Bridgers  
Clark, Louis James  
Clarke, Randolph Thornton  
Clayton, Walter William  
Clifford, Patrick A.  
Cochrane, Archie Montgomery  
Cockman, Hazel  
Coffman, Rawlins  
Cole, Oscar Philip  
Coley, Burwell Temple  
Colley, Nelson Crosson  
Combs, Frank C.  
Connelly, Lillie Mae  
Connelly, Sara Mae  
Coombs, Raymond Frank  
Cope, Thomas Edward  
Copeland, William Robert  
Cordray, William Henry  
Cox, Caroll Eastburn  
Cox, Curtis Atlas  
Cox, Alfred LeRoy  
Cozart, Helen Fontelle  
Craig, Hoyle William  
Crary, Joe Bishop  
Crenshaw, Claire Tappan  
Critchley, John Joseph  
Crocker, William Collins  
Crocket, John Alexander  
Croom, Rodney Bradford  
Cross, Randall

Edgewood, R. I.  
Johnstown, Pa.  
Ford City, Pa.  
Gladstone, Mich.  
Durham, N. C.  
Washington, D. C.  
Durham, N. C.  
Chattanooga, Tenn.  
Vineland, N. J.  
New Haven, Conn.  
Durham, N. C.  
Durham, N. C.  
Charlotte, N. C.  
Nashville, Tenn.  
Hagerstown, Md.  
Atlantic, N. C.  
Bayboro, N. C.  
New Haven, Conn.  
Peoria, Ill.  
Henderson, N. C.  
Boston, Mass.  
Windsor, Va.  
Richmond, Va.  
Washington, D. C.  
Bridgewater, Mass.  
Durham, N. C.  
Philadelphia, Pa.  
Durham, N. C.  
Durham, N. C.  
Mount Ranier, Md.  
Pittsfield, Mass.  
Northside, N. C.  
Durham, N. C.  
Kennebunk, Maine  
Red Springs, N. C.  
Windsor, N. C.  
Philadelphia, Pa.  
Kenneth Square, Pa.  
Bolivia, N. C.  
Sanford, N. C.  
Durham, N. C.  
Durham, N. C.  
Brevard, N. C.  
Asheville, N. C.  
Yonkers, N. Y.  
Suffolk, Va.  
King-of-Prussia, Pa.  
Burgaw, N. C.  
Gadsden, Ala.

- Crowder, William Frank  
Crowell, Robert J.  
Cuddy, James Davis  
Currin, Robert Elliott  
Curry, Harold David  
Curry, Hugh Arthur  
Cutler, Zeb Vance  
Dalton, Robert Hatcher  
Daniel, John Howard  
Daniel, Thomas Nance  
Danner, James Harvey  
Darlson, Andreas John  
Daugherty, John Marshall  
Daughtrey, William Richard  
Davies, Katherine Mary  
Dawson, Helen Marie  
DeCorse, Ellsworth Baisley  
Deichman, Donald Edward  
Dein, George  
Dein, Harry Leonard  
DeMoss, Emmett  
Denny, Francis Irvin  
Diskin, Michael Joseph  
Dobson, Joseph Baker  
Donohue, William Kavanaugh  
Dorson, Benjamin Samuel  
Doughty, Joseph Boyne  
Douglas, Anna Gertrude  
Draughon, Lucile Byrd  
Draughon, Mae Belle  
Duck, Edwin Harry  
Dudley, Robert Allen, Jr.  
Duttera, Maurice  
Duttera, Wayne  
Eagles, Joseph E.  
Eason, Francis Halstead  
Eason, Robert  
Eaton, Dorothy  
Eckhert, Alfred Frank  
Edgerton, Griffin Gabriel  
Edwards, Sidney Martin  
Eigner, Sidney  
Ellis, Elton Willard  
Ellis, Eulis E.  
English, Eva Davis  
Ershler, Arthur Manuel  
Eskilson, Arnold  
Evans, Harold Dean  
Ewell, George Watkins, Jr.  
Peachland, N. C.  
Southmont, N. C.  
Troy, S. C.  
Broxton, Ga.  
Point Pleasant, W. Va.  
Point Pleasant, W. Va.  
Alliance, N. C.  
Holland, Va.  
Warrenton, N. C.  
Nashville, Tenn.  
Mullins, S. C.  
East Orange, N. J.  
Jeannette, Pa.  
Newport News, Va.  
New Hartford, Conn.  
Durham, N. C.  
Baltimore, Md.  
Baltimore, Md.  
Atlantic City, N. J.  
Atlantic City, N. J.  
Thornton, W. Va.  
Wilson, N. C.  
Pittsburgh, Pa.  
Randleman, N. C.  
White Plains, N. Y.  
Lynn, Mass.  
Ronceverte, W. Va.  
High Point, N. C.  
Durham, N. C.  
Durham, N. C.  
Martinsburg, W. Va.  
Vineland, N. J.  
Dushore, Pa.  
Dushore, Pa.  
Wilson, N. C.  
South Mills, N. C.  
Greenville, N. C.  
Asheville, N. C.  
Highland, N. Y.  
Kenly, N. C.  
Fremont, N. C.  
Lynn, Mass.  
Clayton, N. C.  
Bahama, N. C.  
Mount Olive, N. C.  
Hudson, N. Y.  
Beacher, Ill.  
Peoria, Ill.  
Corozal, Panama Canal

Faris, Clinton Morehead  
Ferrell, George Daniel  
Few, Marion Lee  
Fields, Riley Clinton  
Finger, Thomas L.  
Fitzgerald, Robert Lee, Jr.  
Fletcher, Geraldine Meredith  
Forbes, John Stewart, Jr.  
Forlines, Ruth Rebecca  
Fossa, Albert  
Foster, Annie Lois  
Foster, Winthrop Brewer  
Fowler, Richard William, Jr.  
Fretwell, Sam J.  
Franklin, Philip Lair  
Fulford, Paul E.  
Fulford, Vera Carson  
Fulford, William Allen  
Fulmer, Henry Philpot  
Furgerson, Ernest Whitmal  
Futrell, Ashley Brown  
Gaddis, Adam Marr  
Gaddy, Hugh Gifford  
Gainey, Lucile Buchanan  
Gallia, Joseph, Jr.  
Gannaway, Gilmer George  
Gantt, Stough Bryson  
Gardner, Maxwell F.  
Garren, Kenneth Howard  
Garrett, John Pressley  
Garrett, John Joseph  
Garrett, Thomas Jefferson  
Garriss, Walter Thomas  
Gartelman, William Henry  
Gatling, William Lawrence  
Gehret, Robert Kenneth  
Germino, Hugo Louis  
Gilbert, John  
Gilmer, Edward C.  
Gilmore, Eugene Tyler  
Glascock, Arthur Lee  
Glasson, Marjorie  
Glover, Eugene Colburn  
Glymph, Virginia Jewell  
Gold, Lawrence William  
Gooch, Jane Louise  
Grahl, Maurice Reid  
Gray, Montgomery Johns  
Green, James Ferrell

Durham, N. C.  
Atlantic City, N. J.  
Greer, S. C.  
Carthage, N. C.  
Maiden, N. C.  
Pine Level, N. C.  
McCöll, S. C.  
Newark, N. J.  
Durham, N. C.  
Providence, R. I.  
Durham, N. C.  
Bridgton, Maine  
Kinston, N. C.  
Anderson, S. C.  
Baltimore, Md.  
Peoria, Ill.  
Durham, N. C.  
Durham, N. C.  
Philadelphia, Pa.  
Louisburg, N. C.  
Wilson, N. C.  
Brown, Md.  
Morven, N. C.  
Fayetteville, N. C.  
Vineland, N. J.  
Draper, Va.  
Durham, N. C.  
Chambersburg, Pa.  
Hendersonville, N. C.  
Bennettsville, S. C.  
Southport, N. C.  
Henderson, N. C.  
Margarettsville, N. C.  
Savannah, Ga.  
Gastonia, N. C.  
Altoona, Pa.  
Durham, N. C.  
Mount Airy, N. C.  
Anderson, S. C.  
Painesville, Ohio  
Washington, D. C.  
Durham, N. C.  
Roanoke Rapids, N. C.  
Durham, N. C.  
Rocky Mount, N. C.  
Durham, N. C.  
Ashburn, Ga.  
Ocean Grove, N. J.  
Cynwyd, Pa.

- Green, Thomas Erastus, Jr.  
Gregory, Nathaniel Alexander  
Griffin, Margaret Ann  
Hall, Mary Lucile  
Hammond, Clifford Henslee  
Hamrick, Waite Carlisle, Jr.  
Hardy, Joseph Allen  
Hargrove, Theodore Augustus  
Harrill, Freeman Bronner  
Harris, Margaret L.  
Hart, Gus  
Harton, James Weldon  
Hay, William Thayer  
Hayes, Felton Belmont  
Hayes, Frederick Legro  
Hayes, William Harold  
Hefren, Marjorie Pearl  
Hege, Spencer Lee  
Helms, Isaac Jay  
Henderson, Paul Carman  
Henly, Edith Mae  
Herbert, Clarence  
Hermelink, Liesel  
Herrington, Marvin S.  
High, Christine Mae  
Hildebrant, Ernest W.  
Hill, Burt Grindstaff  
Hill, John Darius  
Hill, Parker Whitmell  
Hines, Norman Dee  
Hines, William G.  
Hinshaw, Roy Milburn  
Hips, James Robert  
Hoggard, Richard Norfleet  
Holland, Elizabeth Deans  
Holmes, George Wallace  
Holt, Frank Lee  
Holt, Harry Worth  
Hood, Roland Clair  
Horne, Oliver Wendell  
Howard, Harvey Richard  
Howard, Norris Merle  
Howard, William Kenneth  
Howell, James Robert  
Howie, Martha  
Hoyle, Mary  
Hudgins, Herbert Andrew  
Hughes, George Granville  
Hull, Elbert Lee  
Honeycutt, Eunice Claire  
Raleigh, N. C.  
Durham, N. C.  
Woodland, N. C.  
Durham, N. C.  
Rowland, N. C.  
Gaffney, S. C.  
Bedford, Va.  
Canton, N. C.  
Spindale, N. C.  
Durham, N. C.  
Hartsville, S. C.  
Durham, N. C.  
Bloomfield, N. J.  
Durham, N. C.  
Brooklyn, Mass.  
Grove Oak, Ala.  
Hertford, N. C.  
Leakesville, N. C.  
Rockingham, N. C.  
Freeport, N. C.  
Durham, N. C.  
Stamford, Conn.  
Marburg, Germany  
Norfolk, Va.  
Middlesex, N. C.  
Cantonsville, Md.  
Canton, N. C.  
Sunbury, N. C.  
Sunbury, N. C.  
La Grange, N. C.  
Kinston, N. C.  
Winston-Salem, N. C.  
Mooresville, N. C.  
Lewiston, N. C.  
Durham, N. C.  
Englewood, N. J.  
Graham, N. C.  
Winston-Salem, N. C.  
Kinston, N. C.  
Vienna, Ga.  
Annapolis, Md.  
Mooresville, N. C.  
Fayetteville, N. C.  
Durham, N. C.  
Charlotte, N. C.  
Greensboro, N. C.  
Winston-Salem, N. C.  
Spencer, N. C.  
Mount Airy, N. C.  
Albemarle, N. C.

Hunter, Roy Emerson  
Hurst, Charles Claiborne  
Hutson, Monroe  
Hyatt, Charles David  
Hyatt, Mary Elizabeth  
Ingle, Carlyle  
Isley, Sessler Carllysle  
Jaffe, David  
James, Wiley Byrd  
Johnson, Ernest Robert  
Johnson, Eugene Worth  
Johnson, Herbert Clifton  
Johnson, John E.  
Johnson, Kenneth D.  
Johnson, Leigh Whitfield  
Johnson, Robert Lee  
Johnston, James B., Jr.  
Jones, Cabell  
Jones, Carl, Jr.  
Jones, George Newton Walters  
Jordan, Arthur George  
Judd, James Lewis  
Junkin, John Edward  
Karp, Sidney  
Karpinsky, William  
Kasper, Carl James  
Kearns, Edward Frank  
Keck, James Louis  
Keefer, Charles Milton, Jr.  
Keiser, Richard Austin  
Kellam, Edwin Clay  
Kelly, Wilma  
Kernis, Manuel George  
Kersey, Arthur Thomas  
Kesler, Archie Dean  
Kesler, Bennie Robert  
King, Charles Merriman  
King, Margaret Henry  
Klare, Robert Andrew  
Kloss, John Shelley  
Knight, Charles Wright  
Knight, Kenneth Thigpen  
Knott, Lawson Beasley  
Koffler, Arthur  
Kornegay, John Royal  
Kramer, Albert Thomas  
Kriel, Herbert Franklin  
Kukendall, Donald Austin  
Lackey, Riley Howard  
Lackey, William Dixon

Latrobe, Pa.  
Durham, N. C.  
Durham, N. C.  
Waynesville, N. C.  
Polkton, N. C.  
Whitmire, S. C.  
Burlington, N. C.  
Durham, N. C.  
Mebane, N. C.  
New Bern, N. C.  
Apex, N. C.  
New Haven, Conn.  
New Castle, Pa.  
Benson, N. C.  
Franklin, Va.  
Vale, N. C.  
Trenton, N. J.  
High Point, N. C.  
Greensboro, N. C.  
Durham, N. C.  
Swampscott, Mass.  
Varina, N. C.  
Mercer, Pa.  
Stamford, Conn.  
Atlantic City, N. J.  
Wilkes-Barre, Pa.  
High Point, N. C.  
New Bethlehem, Pa.  
Leonardo, N. J.  
Stroudsburg, Pa.  
Princess Anne, Va.  
West Durham, N. C.  
Gloucester, N. J.  
Medford, Mass.  
Roanoke, Va.  
Skipwith, Va.  
Greenville, N. C.  
Durham, N. C.  
Jerome, Pa.  
New York, N. Y.  
Riverton, N. J.  
Rocky Mount, N. C.  
Wendell, N. C.  
Stamford, Conn.  
Mount Olive, N. C.  
Elizabeth City, N. C.  
Baltimore, Md.  
Woodcliff, N. J.  
Hamlet, N. C.  
Shelby, N. C.



- Land, John Webb  
Lashley, Irvin Eugene  
Lassiter, Walter G.  
Leach, Charles Edward  
Leary, Dorothy Cornell  
LeGwin, LeRoy Clifton  
Lemon, Creed King, Jr.  
Lemon, Glen Hampton  
Leshner, William Carson  
Levin, Jacob  
Lewis, Alice Mae  
Lewis, Hubert Murry  
Lewis, Leonard Barzillia  
Lilly, Henry Marvin  
Linney, Kenneth Boyle  
Linzemeyer, Adam James  
Lippincott, Joseph Robert  
Livengood, Wesley Amos  
Lloyd, George Arthur  
Lockey, Wilfred Charles  
Long, E. W., Jr.  
Long, Irvin Bittle  
Long, John Cordner  
Long, John Frederick  
Long, Mary Irene  
Love, John Ruble  
Lovell, Worden French  
Lucas, Edith Craft  
Lucas, Robert Lester  
Lundgren, Carl Raymond  
Lutz, Lloyd Luther  
Lyerly, Joseph Edward  
Lynn, Iowa Hugh  
Lyon, Jessie Mae  
McAnally, S. Wesley  
McCauley, Arthur Franklin  
McCeney, George Dudley  
McClees, Manson  
McCullough, Sam Bowyer  
McDonald, A. Carlton  
McDustrell, Howard G.  
McGhee, Mary Frances  
McGhee, Virginia  
McKenzie, James Reginald  
McLean, John Alexander  
Malone, James Robert  
Mann, Robert Hoyl  
Manning, Asa James  
Margolis, Samuel  
Marion, Donald F.  
Hamlet, N. C.  
Reidsville, N. C.  
Smithfield, N. C.  
Baltimore, Md.  
East Orange, N. J.  
Wilmington, N. C.  
Roanoke, Va.  
Roanoke, Va.  
Reading, Pa.  
Durham, N. C.  
Durham, N. C.  
Henderson, N. C.  
Durham, N. C.  
Greensboro, N. C.  
Boone, N. C.  
Navesink, N. J.  
Asbury Park, N. J.  
Winston-Salem, N. C.  
Anderson, S. C.  
Vineland, N. J.  
Norfolk, Va.  
Rockingham, N. C.  
W. New Brighton, N. Y.  
Lancaster, Pa.  
Concord, N. C.  
Durham, N. C.  
Quincy, Mass.  
Charlotte, N. C.  
Leland, N. C.  
New Haven, Conn.  
Shelby, N. C.  
Salisbury, N. C.  
Raleigh, N. C.  
Durham, N. C.  
Richmond, Va.  
Baltimore, Md.  
Upper Marlboro, Md.  
Oriental, N. C.  
Point Pleasant, W. Va.  
Jackson Springs, N. C.  
Greenville, N. C.  
Atlanta, Ga.  
Atlanta, Ga.  
Gibson, N. C.  
Goldsboro, N. C.  
Durham, N. C.  
Cumberland, Md.  
Williamston, N. C.  
Durham, N. C.  
Harrisburg, Pa.

Martin, George Irvin  
Martin, Russell Penn  
Martin, William Andrew  
Mason, Edwin Lowell  
Mathews, Albert Currie  
Mattox, S. Edwin  
Mauney, Lester Merrill  
May, Oliver Newton  
Maynard, Margaret Zelene  
Meeler, Lottie Mae  
Mesh, Harry Theodore  
Miles, Horace Blackwell  
Miller, Gilbert Shelley  
Minter, John DeLabar  
Moore, DeArmond  
Moore, Frank Richardson  
Moore, William Joseph  
Morgan, Zane Vantine  
Morrill, Joseph Collier  
Mortimer, Joseph Finton  
Moyler, Helen Calvert  
Mullen, Harold Herbert  
Munday, Carl Austin  
Munden, Kenneth White  
Murchison, Alton Guthrie  
Murray, Jesse Frederick  
Myers, John Albert  
Mylod, Edward Louis  
Naisby, John Russell  
Nash, Paul Jones  
Newbern, Walter Relfe  
Newman, Philip Edmund  
Newsome, Dorothy  
Newsom, Arthur Marvin, Jr.  
Newton, Orson Benjamin  
Nichols, William Cole  
Oakley, Gretha Blan  
O'Briant, Albert  
O'Keef, Fannie Corbett  
Orr, George Wells  
Osborne, James Stancil  
Padruzzi, Wallace  
Paine, Robert Sherrod  
Parker, Carlton McKenzie  
Parker, Minor Luen  
Parker, William Edward  
Pate, Archibald Hanes  
Patten, Lawrence  
Patterson, Carmen  
Peeling, William Edward

Washington, D. C.  
Jamesville, N. C.  
Mullins, S. C.  
Charlotte, N. C.  
Atlantic City, N. J.  
Penhook, Va.  
Piedmont, S. C.  
Durham, N. C.  
Durham, N. C.  
Paces, Va.  
New York, N. Y.  
Atlantic City, N. J.  
Eufola, N. C.  
Laurens, S. C.  
Charlotte, N. C.  
Durham, N. C.  
Roxboro, N. C.  
Bradford, Pa.  
Charlotte, N. C.  
Staten Island, N. Y.  
Franklin, Va.  
Durham, N. C.  
Durham, N. C.  
Elizabeth City, N. C.  
Fayetteville, N. C.  
Durham, N. C.  
Oxford, N. C.  
Glen Ridge, N. J.  
Riverton, N. J.  
Kernersville, N. C.  
Durham, N. C.  
Southport, N. C.  
Durham, N. C.  
Littleton, N. C.  
Petersburg, Va.  
Rocky Mount, N. C.  
Bunnlevel, N. C.  
Roxboro, N. C.  
Wilmington, N. C.  
Winston-Salem, N. C.  
Charlotte, N. C.  
Meriden, Conn.  
Buchanan, Va.  
Brevard, N. C.  
Mount Hope, W. Va.  
Durham, N. C.  
Goldsboro, N. C.  
New Bern, N. C.  
Greensboro, N. C.  
York, Pa.

- Pemberton, Emily  
Peery, Owen Blaine  
Pettigrew, James Alexander  
Phillips, James Henry  
Phipps, Julian Tyree  
Pisarra, Richard J.  
Poe, John Robert  
Plowden, Samuel Theodore  
Poleman, Herman Alexander  
Pollard, Mary Elizabeth  
Pool, Aaron Leister  
Poole, Henry Stevenson  
Powell, Jordan Beale  
Powell, Rex Glenn  
Power, Gordon Gilbert  
Powers, Alexander Kinchen  
Prichette, James Byron  
Proctor, John Sherrill  
Purvis, Bennie Howell  
Pyle, Robert Chester  
Ragan, Virginia  
Rankin, James Eugene  
Raspberry, Howell  
Rawlings, Wiley Green  
Reder, Edward George  
Reed, William Alexander  
Reed, William Frederick  
Respass, George W.  
Reynolds, Julian Louis  
Reynolds, Royal Winston  
Rich, Charles Franklin  
Richardson, James Franklin  
Rickman, William Villines  
Riddick, Edna Annie  
Rinner, Ralph Raymond  
Ripley, Wilder Harding  
Rippard, Lyle Fry  
Rivenbark, Walter Murphy  
Roberson, Nancy Elizabeth  
Roberts, Rupert Archie  
Robertshaw, Donald  
Robinson, Albert Ira  
Robinson, Nola Kate  
Rodgers, Mary Eleanor  
Rogers, Roger Gray  
Rogers, Mae  
Rogers, Uldine Edna  
Rohrbaugh, Ralph Norman  
Rome, Sidney R.  
Rose, Beverly Moore  
Durham, N. C.  
Bluefield, Va.  
Florence, S. C.  
Charlotte, N. C.  
Rocky Mount, N. C.  
Scarsdale, N. Y.  
Durham, N. C.  
Sumter, S. C.  
Shreveport, La.  
Durham, N. C.  
Rudy, Pa.  
Rocky Mount, N. C.  
Franklin, Va.  
Holly Springs, N. C.  
Baltimore, Md.  
Sanford, Fla.  
Reidsville, N. C.  
Charlotte, N. C.  
Durham, N. C.  
Wilmington, N. C.  
Gastonia, N. C.  
Asheville, N. C.  
Kinston, N. C.  
Emporia, Va.  
Long Island, N. Y.  
Vandergrift, Pa.  
New York City, N. Y.  
Pinetown, N. C.  
Glen Cove, L. Is., N. Y.  
Clio, Ala.  
Candler, N. C.  
Monroe, N. C.  
Roseland, Va.  
Suffolk, Va.  
Coshocton, Ohio  
Winnetka, Ill.  
Farmville, Va.  
Wallace, N. C.  
Durham, N. C.  
Sylvania, Pa.  
Collingsdale, Pa.  
Durham, N. C.  
Durham, N. C.  
East Northfield, Mass.  
Creedmoor, N. C.  
Durham, N. C.  
Durham, N. C.  
Highfield, Md.  
Hartford, Conn.  
Durham, N. C.

Rosser, Katie Lawrence  
Roth, Chauncey Eugene  
Rouse, William Bryan  
Roxby, Bruce Steele  
Royall, Rebecca Carroll  
Ruffin, Jennings Bryan  
Rupp, Robert Martin  
Russ, James Burnice  
Russell, Annie Gertrude  
Ryan, Carl Schurz  
Sanner, Harry Cleveland  
Sapper, Frederick William  
Sarota, Benjamin  
Saunders, Jack Edward, Jr.  
Sawyer, Hugh Alton  
Schnure, Howard Hopkins  
Schrider, Alfred Vincent  
Scott, Hoyle Utley  
Scott, William Kenneth  
Scribner, William Daniel  
Seiler, Hawley Howard  
Sellars, Elizabeth  
Sellars, Nellie Louise  
Sexton, Thomas Giles  
Shannon, Reuben McPaul  
Shankle, Martha Catherine  
Shepherd, Lee Jackson  
Sher, Louis  
Sherman, George  
Sherwood, Revel Edwin  
Short, Charles McCoy  
Shugart, Dorothy Holton  
Sikes, Claude Alex.  
Sillman, Arthur Carl  
Simms, Harold George  
Simms, John D.  
Simpson, John Alex  
Sink, Joe Stanford  
Skinner, Joseph Langdon  
Skinner, Mary Winborne  
Smith, Elsie Margaret  
Smith, Eugene Theophilus  
Smith, Frank Fervell  
Smith, Gordon Delma  
Smith, Harry Lee  
Smith, Ned Raeford  
Smith, Ora Lee  
Smith, Richard Warren  
Smith, Robert Newton  
Smith, William Carey

Jonesboro, N. C.  
Wilkes-Barre, Pa.  
Goldsboro, N. C.  
Swarthmore, Pa.  
Smithfield, N. C.  
Powesville, N. C.  
Hagerstown, Md.  
Southport, N. C.  
Durham, N. C.  
Swarthmore, Pa.  
Baltimore, Md.  
Erie, Pa.  
Lynn, Mass.  
Wentworth, N. C.  
Mount Airy, N. C.  
Selingsgrove, Pa.  
Washington, D. C.  
Durham, N. C.  
Butler, Pa.  
Canton, Ohio  
Charlotte, N. C.  
Burlington, N. C.  
Mebane, N. C.  
Bahama, N. C.  
Monroe, N. C.  
Mount Gilead, N. C.  
Hendersonville, N. C.  
Durham, N. C.  
Hartford, Conn.  
Charleston, W. Va.  
Winston-Salem, N. C.  
Yadkinville, N. C.  
Roxboro, N. C.  
New Castle, Pa.  
Chester, Pa.  
Troutman, N. C.  
Vanceboro, N. C.  
Lexington, N. C.  
Clearwater, Fla.  
Durham, N. C.  
Durham, N. C.  
Ayden, N. C.  
Durham, N. C.  
Bethesda, Md.  
Wilkes-Barre, Pa.  
Winston-Salem, N. C.  
Albemarle, N. C.  
Worcester, Mass.  
Greenville, S. C.  
Goldsboro, N. C.

- Smithdeal, Foss  
Sneeden, Mary Steele  
Sobel, Jack Harry  
Speas, Richard Ward  
Spence, Curtis Taylor  
Spence, Willie Cashwell, Jr.  
Sperling, Joseph Jesse  
Stadiem, Myer Nathan  
Staley, Walter Robert  
Starling, James Richard  
Starnes, Wayne Gillespie  
States, Thomas William  
Stearns, William Montgomery  
Steimle, Edward Alfred  
Stem, John Mayes  
Sterrett, Robert Wendell  
Stevens, Allan Carroll  
Stevens, Willis Roswell  
Stewart, Ben Phillip  
Stewart, James  
Stith, Frank Albert  
Stith, Robert Boyd  
Stoddart, Virginia  
Stonestreet, Guy Wilmer  
Stowe, Henry Gilbert  
Street, M. Eugene  
Strother, Helen Cade  
Strowd, Helen Branson  
Stuhl, George  
Styers, James Henry  
Suther, William Kenneth  
Taft, Edmond Hoover  
Taylor, George Stephen  
Taylor, George William  
Taylor, Godfrey Nutall  
Taylor, Joseph McCormick  
Tatum, William Gilchrist, Jr.  
Teeter, Robert Henry  
Terry, Lewis Isaac  
Thomas, Milmont Carlos  
Thomas, Henry Evans, Jr.  
Thomas, Lucie Hall  
Thompson, Horace J., Jr.  
Thompson, Robert Barr  
Thorpe, Otoo D.  
Todd, Edward  
Todd, Gene E.  
Troxell, William Shearer  
Troxler, Therman Joseph  
Winston-Salem, N. C.  
Durham, N. C.  
Atlantic City, N. J.  
Raineville, W. Va.  
Norfolk, Va.  
Goldsboro, N. C.  
Brooklyn, N. Y.  
Durham, N. C.  
Rocky Mount, N. C.  
Goldsboro, N. C.  
Newton Grove, N. C.  
Gastonia, N. C.  
Dover, N. H.  
Lyndhurst, N. J.  
Oxford, N. C.  
Brockway, Pa.  
Washington, D. C.  
Raleigh, N. C.  
Arcadia, Fla.  
Charlotte, N. C.  
Winston-Salem, N. C.  
Mullins, S. C.  
New York City, N. Y.  
New York City, N. Y.  
Belmont, N. C.  
Glendon, N. C.  
Durham, N. C.  
Durham, N. C.  
Chelsea, Mass.  
Winston-Salem, N. C.  
Troutman, N. C.  
Greenville, N. C.  
Florence, S. C.  
Madison Heights, Va.  
Swarthmore, Pa.  
Providence, R. I.  
McColl, S. C.  
Charlotte, N. C.  
Bahama, N. C.  
Broadway, N. C.  
Charlotte, N. C.  
South Hill, Va.  
Indiana, Pa.  
Southport, N. C.  
Moyock, N. C.  
Spencer, N. C.  
Rochester, N. Y.  
Durham, N. C.  
Elon College, N. C.

Truesdale, Mildred Ruby	University Station, N. C.
Trussell, Elmer Chandler	New York City, N. Y.
Tucker, William Eric	Greenville, N. C.
Tuckwiller, William Dotson	Charleston, W. Va.
Turlington, Elton Grey	Clinton, N. C.
Tynes, Robert Brockwell	Suffolk, Va.
Tyson, Woodrow Wilson	Mebane, N. C.
Umstead, Christine Arnold	Durham, N. C.
Umstead, Otie Hamlin	Durham, N. C.
Valley, Margaret Stuhl	Hendersonville, N. C.
Van Denbergh, Frederick A.	Baltimore, Md.
Vaughan, Charles Gilbert	Jackson, N. C.
Vaughan, Robert McNeal	Glasgow, Ky.
Vickers, Cecil Newton	Durham, N. C.
Vickers, Clyde L.	Durham, N. C.
Vickers, Lee Elmer	Durham, N. C.
Vickers, William Horner	Durham, N. C.
Voorhees, Robert Steckel	Atlantic City, N. J.
Walker, Robert Butler	Mount Vernon, Va.
Waller, Thomas Hall	Leakesville, N. C.
Walters, Noah Heber	La Grange, N. C.
Ward, Myrtice Charlotte	Durham, N. C.
Warlick, Sam Alexander	Burlington, N. C.
Warren, Howard Austin	Townsend, Mass.
Warrington, John Theodore	Ventnor, N. J.
Washburn, Edward Durham	Shelby, N. C.
Watson, George A.	Cranford, N. J.
Watts, Sidney James, Jr.	Edgewood, Pa.
Watts, William Murray	Mount Vernon, N. Y.
Weaver, Artis Elizabeth	Durham, N. C.
Wemyss, Walter Francis	Hollis, Long Island, N. Y.
Werner, Albert Henry	Lykens, Pa.
West, Herbert Jackson	Warsaw, N. C.
West, Robert Lee	Warsaw, N. C.
Westcott, Richard Jerrell	Merchantville, N. J.
Weyersburg, Albert Charles, Jr.	Lyndhurst, N. J.
White, Herbert	Ruffin, N. C.
White, Jiles Horton	Aulander, N. C.
Whitehead, Ola Belle	Weldon, N. C.
Whitehead, Oren Leonidas	Asheville, N. C.
Whitfield, W. E.	Hurdle Mills, N. C.
Wilkinson, David	Asheville, N. C.
Williams, Annie Crocket	Wilmington, N. C.
Williams, Charles Irving	Vineland, N. J.
Williams, Ernest Newsom	Franklin, Va.
Williams, Eugene Hughes, Jr.	Durham, N. C.
Williams, Wilbert Llewellyn	Lexington, S. C.
Wilson, Paris Franklin	Fallston, N. C.
Wood, Fred Milton	Vineland, N. C.



Wood, John Wesley	Hanes, N. C.
Wood, Thomas Phillips, Jr.	Rockingham, N. C.
Woodall, John Reese	Marcus Hook, Pa.
Woodlief, Rufus Kirkland	Kittrell, N. C.
Woodlief, Wayne Gerald	Kittrell, N. C.
Woods, Hubert Taylor	Durham, N. C.
Wright, Harold Burhans	Westfield, N. J.
Wyche, Mary Ellen	Weldon, N. C.
Wyllie, Charles Glenn	Brooklyn, N. Y.
Wyman, William Hazen	Painesville, Ohio
Wynn, Henry	Lykens, Pa.
Yardley, Charles Bertram	Columbus, Ohio
Yelverton, George Elliot	Eureka, N. C.
York, Elizabeth Rue	Morris Plains, N. J.
York, Mary Anne	Morris Plains, N. J.
Young, Downing Banks	Southport, N. C.
Young, Charles Fred	Charlotte, N. C.
Zimmerman, John Joseph	Durham, N. C.

#### TEACHERS ENROLLED IN UNDERGRADUATE COURSES

Adams, Edna	Durham, N. C.
Boney, Victoria	Durham, N. C.
Bowen, Virginia	Greenville, S. C.
Bridges, Jacob Hal	Lattimore, N. C.
Bryan, Rose Ellwood	Durham, N. C.
Callahan, Mary Elizabeth	Durham, N. C.
Carpenter, Lilly Mae	Durham, N. C.
Clippard, Katharine Murchison	Camden, S. C.
Cockerham, Grace	Elkin, N. C.
Council, Clara	Durham, N. C.
Cowan, Ida	Durham, N. C.
Culp, Amanda Caroline	Dunn, N. C.
Darnell, Ida Carver	Durham, N. C.
Gilmore, Camilla Mae	Pittsboro, N. C.
Greene, Fern	Durham, N. C.
Hart, Mary Vann	Durham, N. C.
Heflin, Margaret	Durham, N. C.
Jones, Eunice	Durham, N. C.
Jones, May Strawbridge	Chapel Hill, N. C.
Lansdell, Nancy Elizabeth	Semora, N. C.
Larkin, Mrs. L. C.	Durham, N. C.
Love, Mrs. R. M.	Durham, N. C.
McGary, Margaret	Durham, N. C.
Markham, Lela	Durham, N. C.
Martin, Jewell	Smiths Grove, Ky.
Moize, Vivian	Durham, N. C.
Moss, Kathleen	Durham, N. C.
Mullen, Edith Kells	Durham, N. C.

Pearce, Lucille Dowell	Durham, N. C.
Pendergrass, Berlana	Durham, N. C.
Phillips, Katherine Manning	Durham, N. C.
Reade, Ethel Gertrude	Durham, N. C.
Satterfield, Annie Lou	Durham, N. C.
Shaw, Louise Carlton	Durham, N. C.
Sneed, Marion	Durham, N. C.
Tillett, Lucy	Timberlake, N. C.
Toms, Mrs. Annie Cobb	Durham, N. C.
Ward, Evie Morton	Durham, N. C.
Warren, Marion	Durham, N. C.
Whitaker, Bessie	Durham, N. C.

# SUMMARY

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Assistant Professors .....	29
Instructors .....	144
Industrial Research Fellows .....	5
University Fellows .....	24
Graduate Assistants .....	28
Graduate Scholars .....	13
Library Staff .....	41
Total .....	388

## STUDENTS

Trinity College .....	1,751
Seniors .....	247
Juniors .....	292
Sophomores .....	530
Freshmen .....	642
Teachers taking Undergraduate Courses .....	40
The Graduate School of Arts and Sciences .....	418
The School of Religion .....	112
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Middle Year .....	35
Juniors .....	45
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Third Year .....	15
The Summer School .....	1,181
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Graduates, Second Term .....	94
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Undergraduates, Second Term .....	353
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